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ABSTRACT

The three related papers of this symposium report a model, methods, and research on parent involvement, parent-teacher interaction, and child adjustment and achievement. The development of the project from conceptualization of the domain, development and analyses of methods for data collection, to the analysis of correlations of parent and teacher variables with child adjustment and achievement is described. Several pages of tabular data and sample interview forms are included. (Author/JMB)

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Parent Involvement, Parent-Teacher Interaction and Child Development

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Parent-Teacher-Child Interaction Research: A Rationale and Model

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Measurement and Factor Analyses of Parent, Teacher, and Child Variables

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Correlations between Parent and Teacher Variables and Child Behavior and Achievement

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ABSTRACT

Parent Involvement, Parent-Teacher Interaction, and Child Development

Early intervention research has demonstrated the importance of parent involvement in child care and education and the potential fruitfulness of parent-professional interaction as a cost-effective method for influencing child development. The three related papers of this symposium report a model, methods and research on parent involvement, parent-teacher interaction, and child adjustment and achievement. The development of the project from conceptualization of the domain, development and analyses of methods for data collection, to the analysis of correlations of parent and teacher variables with child adjustment and achievement will be described.

Parent-Teacher-Child Interaction Research:

A Rationale and Model

Earl S. Schaefer

Introduction

Research on parent and professional involvement and interaction in the care and education of children shows promise of contributing to understanding of child development and to parent-centered health and education programs. Extensive research shows that parents are influential in the child's intellectual development and school achievement (Cullen, 1969; Dockrell, 1964; Douglas, 1964; Hess, 1969; Schaefer, 1972; Wylie, 1963). Research on parent-centered early education programs (e.g., Gray, 1971; Karnes, et al., 1970; Levenstein, 1970) and research on involvement of parents in the solution of behavior problems of children (Brown, 1971; Johnson & Katz, 1973) as well as recent analyses of parent involvement that view parents as students and teachers (Buchanan, Hansen & Quiling, 1969; Hess, et al., 1971; Della Piana, et al., 1966) suggest the need for more detailed research on parent-professional involvement and interaction.

Figure 1 suggests that characteristics of parents and teachers influence both their direct involvement with the child and their interaction with one another. Vectors between involvement and interaction suggest that both parent and professional involvement with the child might be influenced by their interaction with each other, i.e., parents might influence teacher involvement with the child and vice versa. Finally, Figure 1 suggests that parent and teacher involvement influences child

Figure 1

A Model of Parent-Professional-Child Interaction

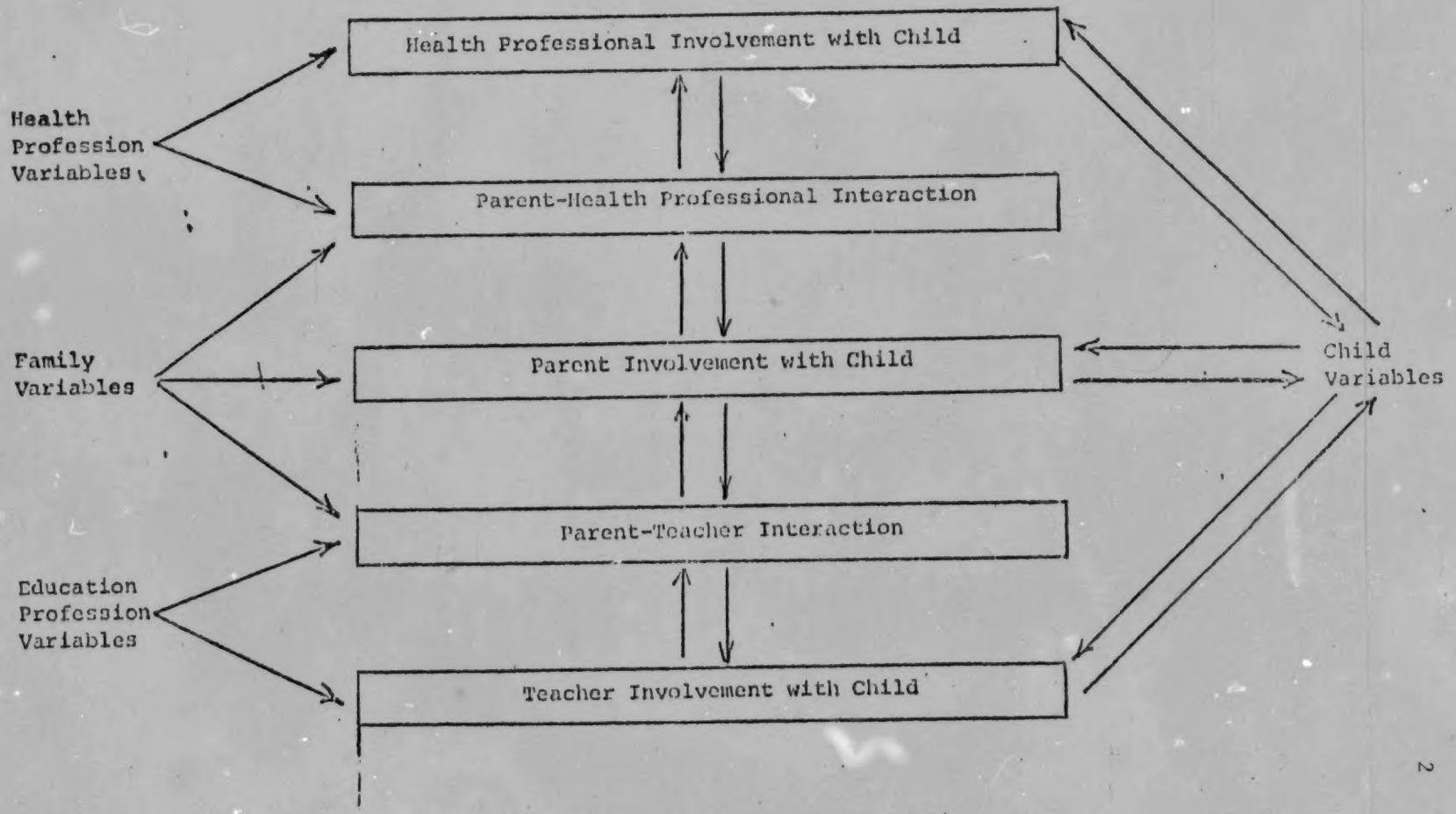
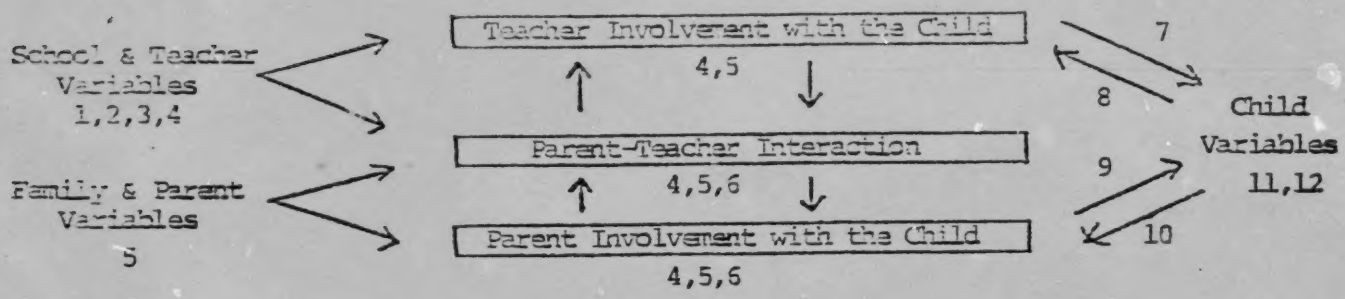


Figure 2

A Model and Methods for Research
on Parent-Teacher-Child Interaction and Involvement



1. Teacher-Principal Survey of Parent-Community Involvement
2. Principal Inventory
3. Teacher's Perception of School Environment
4. Teacher Inventory of Parent-Teacher-Child Interaction
5. Parent Interview on Parent-Teacher-Child Interaction and Involvement
6. Teacher Report of Parent Behavior
7. Teacher Report of Child Behavior
8. Child Report of Teacher Behavior
9. Parent Report of Child Behavior
10. Child Report of Parent Behavior
11. Classroom Behavior Inventory
12. General Concepts, Tests of Basic Skills (TOBE)

development and that the nature of the child's development may, in turn, influence parent and professional involvement and interaction.

Research evidence of the importance of parental involvement and of the effectiveness of professional support for such involvement contributed to the development of a 1974 Office of Child Development Statement of Priorities with a focus on child development and the family. Among the issued raised were: Issue 1. How families cope with external institutions to meet their needs in socializing the child; Issue 2. How families do/do not interface with the school and other social institutions in socializing the child.

OCD strategy in a six year commitment to family research included the following activities:

1. Support for ". . . research projects in which the problems and the parameters of the problems concerning the interrelationships between children, families and institutions are identified; descriptive correlational data on these relationships are collected and analyzed; and hypotheses for future research are generated."

2. ". . . generate testable hypotheses regarding the appropriate locus and type of intervention services that will improve the interrelationships between children, families and institutions."

3. ". . . support projects in which hypotheses are experimentally tested and the feasibility of specific program models is demonstrated (pilot studies.)

4. ". . . full scale demonstrations of promising program models."

5. ". . . provide guidance for program planning at the national level."

A three year Parent-Professional-Child Interaction and Involvement project has been supported by the OCD Family Research Program since June, 1974. The first year of the project--primarily devoted to conceptualization, measurement and hypothesis development--will be reported in the other two papers of this symposium. The second year of the project has focussed upon testing hypotheses and research and evaluation methods and in planning a school entry-age intervention project to be launched in the third year. Thus the activities and schedule of this project have corresponded closely to the OCD issues and strategies.

Following is a brief description of activities of the project, conclusions derived from analysis of the first year's data, and tentative conclusions from the second year. Our plans for the third year intervention research will also be outlined.

First Year Study

The major task of the first year of the study was conceptualization and measurement of components of the parent-professional-child interaction and involvement model shown in Figure 1. Development of interviews and inventories for parents, children, and teachers and the factor analyses that have isolated major dimensions of parent, teacher and child attitudes are reported by Edgerton (1976). The samples for the major analyses consisted of black and white teachers, parents, and children from a southern university town. The extremely heterogeneous samples, including many university staff and faculty in the white sample and many welfare and working class families in the black sample, have produced significant correlations among variables that may not occur in more representative populations. Correlations between socio-economic and

deomographic variables, parent interview variables, and the children's academic competence and classroom adjustment are reported by Lowman (1976).

Results from the first year study found relatively low and insignificant correlations of teacher variables and of parent-teacher interaction variables with child adjustment and achievement variables. However, relatively high and significant correlations were found between parent involvement with the child in the home--including parent's educational philosophy and provision of home and community educational experiences--and child outcome variables. These findings suggest that academic achievement might be improved by strengthening parental involvement in the child's education in the home. The model for parent-teacher-child interaction shown in Figure 1 might be used to plot a path for intervention through the schools as follows: Intervention to change school and teacher variables that would change the goals, quality, and quantity of parent-teacher interaction in order to strengthen and support parent involvement in the child's education in the home in order to improve the child's academic competence and adjustment.

This path is based on the hypothesis that intervention in the school aimed at developing parent-teacher interaction that supports parent involvement with the child would influence the child's academic competence. Supporting this hypothesis are evaluations of parent-centered early intervention (Bronfenbrenner, 1974) which show that strengthening parent involvement with the child is an effective way to change child mental test scores. The demonstrated effectiveness of working through schools and teachers to influence parent involvement would also support

a conceptualization of the schools as a potential support system for parental education of the child in the home and community and through the mass media. Of course, methods for supporting parent involvement apart from the schools should also be developed and evaluated.

Second Year Study

The second year of the project has been designed to test the methods and hypotheses that were generated during the first year, to extend the methods and analyses to new problems in parent-teacher-child interaction and involvement, and to extend the research to more representative samples. Methods used during the second year are listed in Figure 2 (see Page 3).

A Survey of Parent/Community Involvement was developed and factor analyzed separately for 320 teachers and 66 principals. The survey was used to determine the current level of parent-community involvement in the schools and also as a basis for sample selection. A specific finding suggests the need for intervention to improve parent-teacher interaction in the schools. When principals were asked to rank order goals for parent-teacher interaction, goals ranked most important were to inform the parent about the child's school work and to gain parental support for the school. The goals ranked least important were to provide support for parental educational efforts at home and to discuss home related problems. Teachers ranked informing the parent about the child's school work and discussing school related problems as the most important and providing support for parental education efforts at home as the least important.

Thus, current goals of educators in parent-teacher interactions are focussed upon the child's schooling and upon gaining parental support for

the school with little emphasis on the goal of providing support for the parent's educational role in the home. Both parent-centered early intervention programs and the research on family influence on child development, including findings of this project, suggest that the goal least emphasized at present should become the major goal of the professions and institutions that relate to children and families.

Plans for Third Year Intervention Study

Findings that parent involvement in the child's education in the home is highly related to the child's academic achievement motivated the design of the intervention research project, a principal component of which will be development of a role of parent involvement consultant to the school. The limited time for outreach to the home that is usually available from teachers suggested the use of parent volunteers as part of a classroom parent involvement team that will include teachers, volunteers, and parents of the children enrolled. The role of the parent involvement consultant will be to develop the program and provide training, technical assistance, and consultation to classroom parent involvement teams for kindergarden classes in four schools. The project staff will also design and implement an experimental group/control group, pre-test/post-test evaluation of program effects upon principals, teachers, parents, and children in four experimental and four control schools.

Sample selection and recruitment. From the Survey of Parent and Community Involvement, schools will be located in which the principal and kindergarten teachers are willing to participate in the parent involvement project. An attempt will be made to select matched pairs of schools from rural, small town, suburban, or urban communities

that are similar in socio-economic status. Project staff will explain the proposed school intervention project to the principal and kindergarten teachers and will ask them to agree to participate, after random assignment, in either the experimental group or control group. They will be told that if the project is successful and if additional funds are available, the control schools will be offered the program in the following year. From the spring registration, a stratified random sample of black and white parents of first-born and later-born boys and girls will be recruited for the intensive pre-test and post-test evaluation sample.

After assignment of schools to experimental and control groups, the cooperation of the experimental schools' staff, parents, and community will be sought in implementation with an emphasis on recruiting four volunteers for each kindergarten classroom to serve as outreach workers. Parents and children of 100 experimental and 100 control families will be pre-tested and post-tested. Principals and teachers will also be pre-tested and post-tested with the methods developed during the first two years of the project. Group test data will be collected on all children in the target classrooms and on the control group in the spring in order to determine the effects of the program upon academic achievement.

Major objectives of the program. Program objectives for the children are: (1) to enhance the child's motivation for learning; (2) to enhance academic achievement; and (3) to influence the child's classroom adaptation--adjustment and achievement--by increasing his ability to participate in the kindergarten program.

Parent objectives of the program are: (1) to increase parent knowledge of the importance of their role in developing motivation, skills and behaviors that will contribute to the child's school success; (2) to increase parent's knowledge, skills, and application of methods and materials that will contribute to the child's motivation, language skills, and academic achievement; and (3) to strengthen the parent's role as a facilitator of the child's learning in the home, in the community, through use of the mass media, and in the school.

Teacher objectives are: (1) to increase the teacher's understanding of the school's role in strengthening and supporting the parent's role in the child's learning; (2) to increase understanding of methods and materials for involving parents in the child's learning; and (3) to develop knowledge, skills, and motivation required to participate in a classroom parent involvement team consisting of the teacher, volunteers, and parents of children in the classroom that is designed to increase communication, cooperation, and collaboration between the school and the family. The school-wide objective of the program is to increase the contribution of the school to the child's learning in the family, community, and through the mass media.

Implementation of the intervention project. A summer workshop will be developed for the experimental school principals and teachers to introduce the project's objectives and methods. A workshop will also be developed in each of the experimental schools for volunteers and interested parents who will begin planning for implementation of the program with the prinicpal and teachers in that school.

The methods used to communicate with parents in the experimental classroom may include both large and small group meetings, parent-teacher conferences, volunteer visits to parents, and information mailed or sent to the home through the children. Detailed planning for each classroom's activities will be done by a team consisting of the teacher, volunteers and parents of children in the classroom. The project staff will visit each experimental school regularly to provide training, technical assistance, and consultation on program development to the school staff, volunteers, and parents. A flexible approach to achieving program objectives will adapt to the needs and interests of the participants. A formative evaluation will document program implementation to provide a basis for evaluating the relationship of program implementation to the achievement of program objectives in the different schools, classrooms, and families.

Evaluation. The objectives of the program for children, parents, teachers, and schools will guide the pre-test/post-test, experimental group/control group evaluation of the intervention. Methods that have been developed during the first two years of the project, in related evaluations of parent involvement, and in the School Socialization Study funded by the Family Research Program of the Office of Child Development will be evaluated for possible use in this project.

The hypothesis that educational experiences in the home and the parent's educational philosophy influence the child's intrinsic motivation for academic achievement as well as academic skills has led to a focus on developing and amplifying the child's interests. Methods for evaluating the child's interests may be developed to serve

as a guide for individualized education of the child in the home and in the classroom. Parents may be involved in the evaluation of the child's interests and skills to focus their attention on the child's individual needs and interests. Tests of academic skills will be used to determine the effects of the program on academic achievement.

From the extensive parent interview developed in this project, scales that measure the parent's educational philosophy and educational experiences of the child in the family, community and through the mass media, will evaluate changes in the educational role of the parent. Effects of the program will also be evaluated in terms of changes in parent involvement with the child's education and in parent-teacher interaction.

Teacher inventories on parent-teacher-child interaction and involvement will also be used to evaluate program effects. Reports of the number and types of parent-teacher interactions will also contribute to evaluation of teacher and school effects.

Possible continuation of the project. The school intervention study has been designed to serve as a model of a cost-effective feasible method for providing training, technical assistance, and consultation that would (1) improve communication, cooperation, and collaboration between schools and families and (2) strengthen and support parent involvement in the child's learning in the home, in the community, and through the mass media. If the formative and summative evaluations of the program are favorable and funding is obtained, the experimental children and families will be followed to determine whether the program has a continuing effect on parents and children. The extent of continued emphasis on parent

involvement by the experimental teachers and schools will also be determined. If the program is successful and funding is available, the program will be offered to the control group and to additional schools, incorporating modifications suggested by the experience of the first year of intervention. Descriptions of the methods of the intervention and development of a training program for personnel who might offer similar training, technical assistance, and consultation on parent involvement might contribute to the development of a new role of parent involvement consultant to the professions and institutions that offer services to children and their families.

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Measurement and Factor Analyses of Parent,

Teacher, and Child Variables

Marianna Edgerton

1. Introduction

An important and persistent problem in the social sciences is the need for adequate tools to measure attitudes, beliefs, and behaviors. One purpose of the present study was to conceptualize the field of home-school relationships and to develop reliable instruments for parents, teachers, and children that would measure attitudes toward home-school interaction. Questions were included about educational beliefs, goals, and responsibilities. A particular aim was to describe expectancies that parents and teachers had for themselves and each other in terms of their roles in the child's education. Another goal was to ask parents, teachers, and children about specific behaviors toward each other.

In our project, data on these questions were sought to help determine the feasibility of an intervention program designed to increase collaboration between parents and teachers. These instruments will also be used in pre- and post-tests to measure changes in attitudes and behavior that might result from such an intervention program. It is hoped that other researchers may find the instruments useful for their purposes.

2. Format

Summative or Likert scales were used in the inventories, consisting of 3 or more items to which the respondent was asked to state his degree of

agreement. Five response categories were provided: Strongly disagree, Mildly disagree, Nor sure, Mildly agree, Strongly agree. These five categories are scored 1 to 5, respectively, and the summation of the individual's responses to the separate items in the scale becomes his total scale score.

In writing items, an effort was made to refer to specific observable behavior rather than to ask for global judgments. Conversational language was used rather than more formal expression. Use of first person was preferred over third person.

Items within a scale were as homogeneous in their meaning, but as varied in their content as possible, in an effort to make the scales reliable without being more redundant than necessary. The items of each scale were interspersed with items from other scales in the administration forms of the inventories. This was done so that the respondent would come upon each item with a mental set not colored by having just answered a similar item, so as to make items more independent.

3. Procedure

The first step in developing the inventories was to define and explore the domain to be covered. A large staff with varied interests and experiences reviewed the literature on parent-teacher relationships.

By general consensus the following areas were initially chosen for scale development: levels of contact between parents and teachers, the nature of the contact, satisfaction with the amount and quality of interactions, ways in which parents help in the schools, mother's

role as educator. Emphasis was placed on barriers to interaction and involvement, and philosophy and goals of education.

Instruments were first developed for parents and teachers and later for children. Many scales were identical for parents and teachers, some equivalent, and others specific to the two groups. In the interview for children (grades 3 to 6) most of the subject matter was in simple question-and-answer form. The five categories for the answers were large NO, small no, question mark, small yes, and large YES. In addition to our own questionnaire, instruments developed by the North Carolina Advancement School (1974) on Attitudes toward Teachers and Attitudes toward the Learning Process were adopted for use in the child interview.

For parents and children, items were printed on cards. They were read to the children (and to the parent if literacy was in doubt). Pockets were made from blue denim and labeled with the five possible responses, and respondents were instructed to place the cards in the appropriate pockets to register their agreement or disagreement with the statements. Teachers forms were self-administered inventories.

For variety, all three groups of respondents were given a few open-ended questions, and some of rank order and check-list form.

4. Pilot testing

Brief preliminary versions of the inventories were pilot-tested with mothers and teachers. Twenty out of 37 parents of kindergarteners at a local school returned the questionnaires sent them with a cover letter. This volunteer sample was unrepresentative of the general

population (60% were college graduates), but the data were useful for item and scale refinement. The teacher form was pilot-tested with volunteer groups from a rural county (n=16) and from one school in a small university town (n=19). Scale reliabilities and inter-correlations were similar for the two groups, and the data were used to refine the items and scales further.

Reasonably good internal consistency for many scales, and interpretable clusters of scales indicated validity on these measurements and supported the expectation that factor analysis would reveal major dimensions of parent-teacher interaction and involvement. Unexpected correlations, even with these small samples, led to further conceptualization and tentative hypotheses.

5. Main project - sample

In the major study 28 female teachers of grades 4 to 6 from a small urban school system agreed to participate. A white boy, white girl, black boy, and black girl were randomly selected from each classroom in the study. A sample of 109 mothers were interviewed at home and 106 children were individually interviewed at school by interviewers of the same race using approved methods of interviewing.

In addition to data from the 28 teachers in the major study, inventories were completed by an additional sample of 80 teachers in another area of the country in order to obtain sufficient data for analysis of the instruments.

6. Analysis of data

Preliminary analyses of the data included the computation of frequencies of responses, means, and standard deviations for all

items and scales. Kuder-Richardson reliabilities for each scale were also figured, and these data are reported in the handout. This information was most useful in determining which items and scales to keep and refine in our subsequent revision. The Likert scales were also correlated with responses to other types of items (rank orderings, check lists, and open-ended questions).

The Likert scales of the questionnaire were then factor analyzed using principal components factoring and varimax rotation procedures. (A few scales were eliminated from each questionnaire before each of the factor analyses on the basis of the preliminary correlation data.) The underlying dimensions of the conceptual field could thus be described.

7. Reliability and Factor Analysis of measures for parents, teachers, and children

a. Reliabilities. The 63 parent scales had a median reliability of .71, considered quite good for 3- or 4-item scales. Teacher and child scales had nearly as good reliability. The 75 teacher scales had a median reliability of .62. The 24 child scales had a median reliability of .64.

b. Parent interview. The good reliabilities of the parent interview scales suggested that a factor analysis might reveal combinations of scales defining major dimensions of parent attitudes. The 48 scales measuring practices and attitudes toward parent-teacher interaction and parent involvement were intercorrelated and factor analyzed. In order to permit computation of orthogonal factor scores, scales having few common factor loadings were dropped and scales that were similar conceptually and statistically were combined. Scales included

and their factor loadings for eight factors identified from that analysis are on page 1-2 of the handout.

Factor I, Parents' Positive Attitude Toward Teacher, was sampled by many scales and usually accepted by the mothers as shown by the mean scores of over 12 for 3-item scales or between 4 and 5 for each item; i.e., between mildly agree and strongly agree.

Factor II, Importance of Family Privacy, proved to be important in later analyses. It seems to show a desire to keep the sphere of the home separate from the sphere of the school, which might in some cases indicate defensiveness and isolation.

Factor III, Approval of Children Teaching Children, is an indication of relaxation of strict authority and a willingness to share the teaching role.

Factors IV & VII, Negative Experiences and Negative Attitudes toward the Teacher, received low agreement by mothers but were important for the small portion who did agree with the statements.

Factors V & VI express desire for contact with the teacher, one for help from the teacher, the other to discuss school problems.

Factor VIII, Unquestioning Support of the Teacher's Authority, expressed a belief that the parent should uncritically support the teacher in the presence of the child.

The factor analysis of these scales suggests that attitudes toward parent-teacher interaction have a complex but interpretable structure.

A separate factor analysis was made for the fifteen scales that measured educational philosophy of the parent. Only the first

of the three factors, labelled Traditional Educational Philosophy, was clearly defined. The scales included and their loadings are reported on page 3 of the handout. This proved to be one of the most interesting factors.

c. Factor analysis of teacher inventory. Teacher inventory scales were divided into three groups for factor analysis. Set A of teacher scales, concerned with home-school relationships, was found to have five factors, as seen on page 4 of the handout.

Factor I is a collection of all the scales suggesting reasons the teacher may have problems with parents; for example, social class or race difference, resistant and demanding parents.

Factors II & III express positive attitudes and had high acceptance by teachers.

Factor IV, Parent Should Support Teacher, includes some implication that the teacher should receive uncritical support.

Factor V is interesting in that two scales that were written to be opposites fall together. The respondent who says parents are responsible for the child's failure to learn tends to say also that teachers are responsible for this, while other respondents blame neither the parent or the teacher.

Set B of the teacher scales (page 5) is concerned with Educational Beliefs. The factors which emerged are more differentiated than the parent factors on almost identical scales. Teachers were less traditional, more progressive and less approving of uniform treatment than were the parents in our sample.

Set C of the teacher scales is concerned with parents and children as teachers (page 6). Three factors emerged from the factor analysis. Teachers generally gave favorable answers.

d. Factor analysis of child interview. All child scales were factor analyzed in one group, with seven factors emerging (page 7).

Child Factor I reflects a generally positive picture of relationships between parent and teacher.

Factor II is mostly about purposeful family communication. The first scale listed indicates that the parent discusses causes and consequences with the child. The second describes shared decisions.

Factor III measures amount of contact of various kinds.

Factor IV expresses the child's wish for more contact with both teacher and parent.

Factors V & VI are both positive toward school.

Factor VII shows some orientation toward future success.

8. Conclusions

It should be noted that different factor structures emerged from each of the three populations though care was exercised to keep the questions similar. This suggests that the perspectives of parents, teachers, and children on the involvement of home and school are different. There did seem to be two factors common to all three questionnaires -- home support of school and satisfaction with the school itself.

These data suggest that it is possible to develop instruments suitable for each of the three different populations. It also confirms the usefulness of a priori scaling techniques to explore

a complex area. The procedure yields clear, precise scales of highly-related items which are also related to each other in terms of the underlying dimensions of the conceptual space. As can be seen in the data, the questionnaires possess several characteristics of sound measurement instruments: variability of responses, reliability of scales, and validity.

9. Availability

The teacher inventory and parent interview were revised in accordance with the results from this study. Scales that were unreliable or showed no important correlations with other variables were eliminated. The section on educational beliefs was expanded because of its importance as a clue to the child's educational experiences in the home.

The instruments are currently being used to collect additional data and will again be refined and shortened. They are available for use or adaptation by other researchers.

PARENT INTERVIEW SCALES AND
FACTOR LOADINGS

	Factor Loadings	# Items	Mean	Standard Deviation	K-R Reliability
FACTOR I					
Parents Positive Attitude Toward Teacher					
Combination I	.89				
Teacher positive to child		3	12.2	2.56	.79
Teacher positive about child		3	13.3	2.49	.86
Teacher treats child with respect		3	12.6	2.33	.77
Positive effects of contact with teacher	.60	3	12.7	2.27	.76
Parent support of teacher's methods of discipline	.73	3	11.7	3.16	.80
School is happy place for children	.59	3	12.9	2.40	.86
Parent's appreciation of teacher	.54	3	13.2	2.07	.77
FACTOR II					
Importance of Family Privacy					
Information regarding home unnecessary	.81	3	7.5	3.28	.70
Information regarding home necessary	-.74	3	11.5	3.13	.76
Family privacy	.67	4	10.9	4.58	.79
FACTOR III					
Approval of Children Teaching Children					
Children being taught by other children	.77	4	12.7	3.49	.72
Children should not teach other children	-.71	3	8.4	2.69	.49
Children should teach other children	.63	3	12.5	2.17	.60
FACTOR IV					
Negative Experiences in Parent Contact with Teacher					
Combination II	.72				
Teachers are unwelcoming		3	4.7	2.12	.64
Teachers are patronizing		3	4.4	2.16	.81
Feelings of inadequacy with teacher	.67	3	5.3	2.36	.51
Feelings of being blamed by teacher	.64	3	5.5	2.63	.76
Fear of teacher rejection	.58	3	5.4	2.37	.63
Teacher criticizes child too much	.53	3	5.4	3.18	.90
FACTOR V					
Parents Welcome Training and Suggestions from Teacher					
Teacher should train parents	.85	3	12.6	2.21	.67
Parent's appreciation of teacher's suggestions	.78	3	12.9	2.21	.69
FACTOR VI					
Wish for Contact with Teacher about Problems in Child's Education					
Teacher should contact parent when child does not do well	.73	3	14.4	1.26	.64
Teacher should be available to parents	.67	3	12.1	2.61	.60
Negative reasons for contacting teacher	.66	3	11.8	1.97	.33

	Factor Loadings	# Items	Mean	Standard Deviation	K-R Reliability
FACTOR VII					
Negative Attitudes Toward Contact with Teacher					
Uselessness of parent-teacher conferences	.57	3	5.7	2.81	.75
Teachers are at fault for child failing to learn	.55	3	6.6	2.48	.66
Parent fear of teacher reprisal on child	.47	3	5.9	3.00	.81
FACTOR VIII					
Unquestioning Support of Teacher's Authority to Child					
Parent's unquestioning support of teacher to child	.65	4	16.0	3.84	.77
Parent's support of teacher discipline	.39	3	11.7	3.16	.80

PARENT INTERVIEW SCALES & FACTOR LOADINGS-EDUCATIONAL PHILOSOPHY

	Factor Loadings	# Items	Mean	Standard Deviation	K-R Reliability
FACTOR I					
Traditional Educational Philosophy					
Aim of education - to instill information	.78	3	11.1	3.31	.75
Approval of uniform treatment for children	.73	3	12.2	4.64	.79
Children learn passively	.72	4	13.0	3.90	.65
Nature of knowledge - knowledge is static	.66	2	7.1	2.15	.37
Children should be treated uniformly	.59	4	16.1	3.04	.60
Children are basically bad	.52	3	9.4	3.48	.71
Disapproval of teacher demands on out-of-school time	.52	3	9.5	3.04	.68
FACTOR II					
Knowledge is relative	-.57	4	13.7	4.37	.82
Approval of individual treatment of children	.54	4	15.9	3.00	.54
FACTOR III					
Children learn passively	.64	3	12.3	2.17	.32
Parents are powerless in changing schools	-.58	3	7.1	3.54	.86

TEACHER INVENTORY SCALES & FACTOR LOADINGS

	Factor Loadings	# Items	Mean	Standard Deviation	
FACTOR I					
Problems are External					
SES difference a problem for teacher	.70	4	5.9	2.33	.5
Race difference a problem for teacher	.66	3	4.9	1.97	.6
Teacher difficulty with parent of problem child	.64	3	6.1	2.93	.6
Parent resistive to teacher advice	.61	3	5.2	2.00	.5
Teacher fear of reprisal	.59	3	5.0	2.02	.4
Parent demand for individual attention	.59	3	6.7	2.46	.6
Race difference a problem for parent	.58	3	7.0	2.57	.7
Parent appreciative of teacher	-.51	3	13.4	1.66	.6
Negative reasons for parent contact	.51	4	5.9	2.01	.4
FACTOR II					
Conferences are Positive					
Information on home necessary	.71	3	13.0	2.04	.7
Teacher should contact parent when work is good	.59	3	14.6	0.86	.5
Positive effects of conference	.55	5	23.8	1.67	.5
Conferences are useless	-.55	3	3.7	1.56	.6
Information on home unnecessary	-.53	3	4.9	2.09	.5
More time wanted for conferences	.48	4	15.9	3.25	.6
Family privacy important	-.45	4	8.8	3.03	.6
Parent-teacher contact unnecessary with good teacher	-.43	3	3.8	1.26	.2
FACTOR III					
Positive toward Home/School					
Teacher likes school	.84	3	13.1	2.03	.7
School is happy	.72	3	14.2	1.30	.6
Teacher feelings of support	.53	3	13.3	2.07	.8
Teacher available to parent	.41	4	18.0	2.06	.3
FACTOR IV					
Parent Should Support Teacher					
Parent should support teacher to child	.76	4	15.0	3.77	.7
Parent should support school discipline	.62	3	10.8	2.20	.6
Teacher more expert than parent	.49	4	7.2	2.55	.6
FACTOR V					
Parent Should Initiate Contact					
Parents are at fault	.42	3	6.7	2.00	.6
Parent initiative in parent-teacher contact	.41	3	11.9	1.95	.2
Teachers are at fault	.32	3	7.2	2.34	.5

TEACHER SCALES, SET B

	Factor Loadings	# Items	Mean	Standard Deviation	K-R Reliability
FACTOR I					
Traditionalism					
Aim of education - to instill information	.81	3	6.8	2.84	.71
Children learn passively	.80	4	9.5	3.50	.63
FACTOR II					
Progressivism					
Children are basically good	.77	3	10.8	2.67	.71
Children learn actively	.57	3	13.1	1.96	.60
Children are basically bad	-.50	3	6.8	2.58	.56
Parents powerlessness	-.43	3	4.4	1.50	.31
Aim of education - to learn how to learn	.40	3	11.9	2.22	.41
FACTOR III					
Uniform Treatment of Children					
Children treated uniformly	.65	4	12.1	3.44	.63
Approve uniform treatment of children	.52	4	7.7	2.94	.46
Knowledge is static	.52	2	6.3	1.75	.26
Disapprove of teacher demands on out-of-school time	.49	3	10.2	2.43	.58
Knowledge is relative	-.46	4	14.4	3.40	.67
Approve individual treatment for children	-.34	4	17.7	1.83	.43

TEACHER SCALES, SET C

	Factor Loadings	# Items	Mean	Standard Deviation	
FACTOR I					
Comfortable with Parents					
Skills in relating to parents	.80	3	13.4	1.64	.76
Discomfort with parents	-.67	3	4.8	1.96	.8
Comfort with parents	.65	3	12.8	2.00	.36
Contact with parent is good	.47	3	13.6	1.65	.57
FACTOR II					
Encouraging Home-School Cooperation					
Willing to train parents to teach children	.66	5	18.9	2.96	.69
Parent helping schools	.64	3	9.0	2.10	.79
Encouraging parents to help with school work	.60	5	16.2	2.27	.76
Rejection of teaching parents	-.58	3	6.1	2.07	.04
Suggesting home activities	.49	4	10.7	2.43	.74
FACTOR III					
Children Should Teach Other Children					
Children being taught by other children	.80	4	17.2	2.44	.73
Children should not teach other children	-.55	3	6.2	2.20	.58
Children should teach other children	.52	3	13.0	1.77	.71

CHILD INTERVIEW SCALES AND FACTOR LOADINGS

	Factor Loadings	# Items	Mean	Standard Deviation	
FACTOR I					
Parent-Teacher Cooperation					
Teacher likes communication with parent	.71	2	8.3	1.65	.7
General teacher support of parent	.71	3	12.1	1.90	.4
General parent support of school	.68	3	13.3	1.94	.7
General parent support of teacher	.65	3	12.8	2.04	.6
Parent values communication with teacher	.56	3	12.6	2.16	.6
School is happy	.55	5	18.3	4.13	.4
FACTOR II					
Communication with Parent					
Causes and consequences	.75	4	16.4	3.05	.7
Family plans ahead	.69	4	14.0	3.70	.6
Parent communicates about school	.60	4	12.1	2.42	.4
Teacher communicates good work to parent	.46	3	10.7	2.00	.5
Parent helps with homework	.42	3	6.9	1.15	-.1
FACTOR III					
Parent Involvement					
Parent involved with child	.76	10	16.4	2.31	.0
Out-of-school experiences	.64	7	13.5	0.85	.4
Activities with parent	.54	9	9.8	2.72	.4
Subjects discussed with parent	.52	9	11.1	3.00	.5
Parent interest in school performance	.51	5	23.0	2.24	.6
What parent teaches child	.46	6	11.9	3.45	.6
FACTOR IV					
Child Needs Support					
Child wants more teacher involvement	.90	5	16.8	4.99	.7
Child wants more parent involvement	.77	4	13.3	4.49	.8
FACTOR V					
Schooling is Positive					
*Teacher is bossy	-.71				
*Waste a lot of time at school	-.54				
Desire for teacher to suggest home activities	.51	3	16.8	5.19	.7
School is happy	.47	5	18.3	4.13	.4
*Teacher is warm	.44				
Teacher is fair with child	.39	4	16.2	3.79	.8
FACTOR VI					
Learning on Own					
*Able to direct own learning	.74				
*Enough time to do work	.63				
FACTOR VII					
School & Marks Important					
Schooling is important in life	.58	3	14.2	1.60	.7
Delay of gratification	.41	4	17.0	2.93	.8

* Scales from questionnaires developed by N.C. Advancement School

Correlations between Parent and Teacher Variables and Child Behavior and Achievement

Betsy C. Lowman

Introduction

Examination of the data from the parent-professional-child interaction study is organized as follows. Data from teachers, parents and children are first analyzed separately, focusing on differences mainly due to social class variables of education, income, and race. Then the relationships between variables measured in the three subject sets are discussed (the association between the parent attitude set and the child performance set, for example). The parent-child variables were found to be the most frequently and highly related, so these analyses have been detailed most fully.

Analysis of the parent interviews.

The most important differences in the parent data considered separately were related to social class. It should be noted in discussing social class that the sample from which the data were gathered was less than representative. The southern town under study had no industry except the university, and the school system did not educate children from the surrounding rural areas. The sample drawn was heavily professional and service-related families with few truly working class families from "in-between" occupational groups even available.

The selection of a few socio-economic indicators from the several which were collected was necessary in order to simplify analysis of differences in attitudes in terms of this important variable.

Father's occupation and family income are the most frequently used indicators of social class, but information on fathers was not available for some families. Also, mother's education and occupation were considered as potentially more important in this peculiar population since many fathers were still in school. The criterion variables used in the multiple regressions were the child outcome variables, achievement and classroom behavior. The beta weights in Table 1 for mother's education and family income were the highest, so these two were used along with race as social class indicators in the analyses which follow. All these indicators were coded in terms of the Hollingshead scales (1965).

Parents from lower social classes were found to be more traditional than those from middle and upper social classes in their educational philosophy, traditionalism being the major factor extracted from the philosophy section of the parent questionnaire. Lower class parents tended to view children as passive receptors of a set body of information and to favor uniform treatment of children. They also reported more contact with the teahcer resulting from the child's poor work or unsatisfactory behavior than did middle class parents.

Race differences here cannot be interpreted separately, since race and social class are so strongly interrelated. In this sample, Blacks are concentrated in the working classes and Whites, in the professional classes. Insufficient numbers in the overlapping socio-economic groups made adequate comparisons impossible. The following observations of race differences are made tentatively and should be interpreted skeptically.

Table 1

Initial Results of MR Utilizing All Parental Predictors

in Determining Child Outcomes

		Beta Weights				
	Multiple R	MOOCC	FAOCC	MOEDUC	FAEDUC	INCOME
ITBS-R	.6798	.1230	.0172	-.4202*	.0778	.1218
ITBS-TOT	.7345	.1234	.1243	-.4555*	-.0667	.1771
Considerateness CBI1	.3753	.0687	.1053	-.1381	-.1226	-.0619
Hostility CBI2	.5355	-.0314	.0640	.2339	-.1852	-.3045
Extroversion CBI3	.2944	-.1939	-.1101	.3085	.1199	.2535

Like lower class White parents, Black parents expressed more traditional views toward education and reported more teacher contact relating to poor work. Unlike Whites, Blacks felt more strongly that family privacy is important and that information regarding the child's home is unnecessary to teachers. On the other hand, Blacks appreciated the teacher more and felt she was more expert than they in helping the child; they also wished the teacher were more available to them and that she would contact them when the child was doing well. Both this concern for family privacy and this openness to contact with the teacher would be important considerations in planning an intervention program.

In some of the parent scales it made a difference who was being interviewed, father, mother, both, or some other relative. The means for each group of respondents on the scales on which significant ($p < .05$) differences were found are presented in Table 2. The fathers interviewed were from various social classes, but the relatives other than parents interviewed were most often from lower social classes. The data suggest that (1) fathers are somewhat less traditional than mothers, (2) mothers and fathers interviewed together respond differently than when interviewed separately, and (3) "others" responsible for children are more traditional than mothers and fathers. It also suggests that data be collected from only one of these parental figures in using this interview.

Analysis of the child interview, achievement and classroom behavior.

Several relationships among different parts of the child data were investigated. Chiefly, the relationships between the children's

Table 2

Significant Differences in Parent Scales by Who was Interviewed

Scale	$\bar{X}$ Father n=4	$\bar{X}$ Both n=4	$\bar{X}$ Mother n=93	$\bar{X}$ Other n=4
Information about Teacher through Child	12.3	8.0	11.7	10.8
Teacher Should Contact Parent when Child does not do well	12.0	14.5	14.4	14.0
Te[illegible]r should Be Available to Parents	9.0	7.75	12.3	13.2
Child Basically Bad	6.0	6.0	9.5	14.0
Approve uniform treatment of Children	7.7	17.8	12.0	15.8
Nature of Knowledge is static	3.0	8.25	7.1	8.5

attitudes and the child outcome variables, school achievement and classroom behavior were of interest. The results are reported and discussed in the following order: (1) intercorrelations of outcome variables, (2) correlations of child factor scores and child outcomes, and (3) social class (race) differences in child attitudes.

Child outcome variables were intercorrelated in order to compare this population to other populations wherein achievement and classroom behavior have been measured using the Classroom Behavioral Inventory (CBI) (Table 3). The reading and total sections of the Iowa Test of Basic Skills (ITBS) are highly intercorrelated as has been shown before. The relationships between each of the CBI scores and achievement are similar to previous findings: high positive correlations between achievement and considerateness (CBI1), high negative correlations between achievement and distractability (CBI2), and slight positive correlations between extroversion (CBI3) and achievement. Task-orientation, the other end of the distractibility dimension, is thus highly positively associated with both achievement variables.

Child factor scores were correlated with child outcomes. Significant correlations are presented in Table 4. The factor of parent-teacher communication and support was negatively associated with reading and considerateness and positively associated with distractibility; thinking grades are important, negatively with total ITBS score. Feeling free to work independently was associated with extroversion.

One social class variable, race, was explored in terms of children's attitude scale scores. Significant differences in responses were found to twelve of the 34 scales (Table 5). Black children, more than White children, reported that their parents were interested in

Table 3

Intercorrelations among Key Child Outcome Variables

	CBI2	CBI3	ITBS-R	ITBS-TOT
CBI1	-.12	-.04	.44	.40
CBI2		-.07	-.46	-.52
CBI3			.16	.18
ITBS-R				.94

Table 4

Correlations of Child Factors with Child Outcomes

	ITBS-R	ITBS-TOT	CBI1	CBI2	CBI3
Parent involvement with Child					
P-T Communication and Support Child	-.36		-.21	.34	
Child wants more involvement with adults				-.20	
School is happy					
Child can work independently					.17
Grades are important		-.20			

(blanks indicate correlations less than .15 which are not statistically significant)

Table 5

Significant Race Differences in Child Scales

	$\bar{X}_w$	$\bar{X}_b$	F =	p <
Parent interest in school performance	22.38	23.58	7.98	.01
What talk to parents about	2.13	2.46	3.62	.05
What parents teach children	5.18	7.04	31.89	.001
Child wants more Parent involvement	10.66	16.14	62.13	.001
Teacher fair with child	16.93	15.46	4.05	.05
Child wants more teacher involvement	13.6	20.38	89.67	.001
General teacher support	11.49	12.70	11.67	.001
Child wants parent in school	15.47	17.12	4.75	.05
Out-of-school experiences	11.89	11.06	34.38	.001
Teacher puts students down	5.26	6.44	5.38	.05
I waste time at school	11.18	13.04	5.28	.05
I can direct my own learning	10.80	10.36		.05

their school performance, talked to them often, taught them things, and supported the teacher. At the same time, Black children wanted more parent involvement and wanted their parents to visit their school more than did Whites. Whites reported more out-of-school educational experiences and more freedom to direct their own learning than did Blacks. Whites felt that teachers were fair more often than did Blacks who also reported more often that the teacher put students down and that they wasted time at school. The feeling of some interviewers that Blacks were trying to give socially appropriate answers was negated by their candid expression of disapproval of teachers on later items. Again, race here strongly reflects a social class difference.

Analysis of the teacher questionnaire.

Aside from the factor structure generated from the a priori scales of the teacher questionnaire, some other inquiries could be answered by the data. Did teachers differ in their answers by school, classroom structure, years of experience or race? Did teachers and principals differ in their responses? Though the sample was small, the data offered some clues.

The 28 teachers' factor scores differed by school, openess of the classroom and years of experience. School and openess were related to significant differences in positiveness toward school and parents, parent support of teacher, and parents should initiate contact between home and school. Teachers also differed by school in terms of their expressed traditionalism and by the openess of their classroom in terms of whether they favored uniform treatment of children. Since schools tended to be either all open or all closed these variables are almost the same.

Unlike factor scores, differences in scale scores for openess and school were not similar. Differences were observed on the following scales among schools: this school is a good one in which to teach, parents should support teachers to the child, disapproval of teacher demands on out of school time, and importance of home learning. There were no patterns to these differences. Classrooms varied on these scales: disapproval of demands on out of school time, teachers suggest home activities, parents should support school discipline and teachers should respect family privacy. Here the pattern was for teachers in more open classrooms to agree more strongly with these scales except for the last one on which the trend was reversed.

Differences in teachers' factor scale scores also occurred in terms of years of teacher experience. Highly significant differences were found in the factors of traditionalism, comfortableness with parents, and favorableness toward home-school overlap. The differences suggest that more experienced teachers are somewhat less traditional and that teachers with five to ten years of experience feel that parents appreciate them most.

The race differences in teachers is quite tentative since they are based on a very small sample and race here really represents only one aspect of the social class phenomena. The seventeen White and eleven Black teachers in the main study differed on none of the factors generated from the teacher questionnaire. A few differences were observed in scale scores. Like parents, Black teachers agreed more strongly than White teachers with two scales reflecting a more

traditional educational philosophy. Black teachers also expressed a stronger wish than White teachers not to work with parents. White teachers felt that conferences were more helpful (Table 6).

An additional analysis of the teacher data was performed to evaluate teacher-principal differences. Data from a midwestern community was combined with the local sample (n=133) for this analysis. Significant differences occurred with respect to five scales. Principals thought that teachers liked school more than teachers reported liking school and felt that teachers were more often at fault than did teachers. Principals, more strongly than teachers, wanted more time for parent-teacher conferences and wanted teachers to be more available to parents. Teachers favored uniform treatment of children more strongly than did principals. Considering the much larger number of attitudes which they shared, these differences did not seem numerous.

Relationship of parent variables to child variables.

The strongest relationships within the data were between parent and child variables. First the correlations between social class indicators and child outcomes will be discussed. Then the major parent attitudes will be related to these same outcomes. Lastly the interrelationships among all three sets of variables (social class, parent attitudes, and child adjustment and achievement) will be considered.

The relation of socio-economic variables to child outcomes (classroom behavior and achievement) was discussed with respect to choosing the most relevant measures from those available for analysis

Table 6

Differences in Teachers' Scale Scores by Race

Scale Name	$\bar{X}$ white (n=17)	$\bar{X}$ black (n=11)	F	p ≤
Aim of education - to instill information	5.53	8.09	8.19	.01
Children learn passively	7.88	10.64	5.82	.05
Teachers should not train parents	6.71	9.82	10.18	.01
I don't want to work with parents	10.00	12.73	4.96	.05
Teachers avoid upsetting parents	6.71	9.46	8.73	.01
Teacher-parent conferences are helpful	23.06	20.46	13.43	.01
Parent-teacher conferences are useless	3.71	6.73	22.10	.01
Information on child's home unnecessary	5.23	7.18	7.10	.05
Information on child's home necessary	13.12	10.46	13.03	.01

of the parent interview data. Mother's education, family income and race had been found to be most strongly associated with child outcomes. The simple correlations (rather than the beta weights reported earlier) are listed in Table 7. The socio-economic variables were most strongly correlated with the two achievement scores and task orientation and less strongly correlated with considerateness and extroversion. These same social class variables were found to be strongly related to different parent attitudes toward education. In view of these findings, it could be hypothesized that (1) parental attitudes are intervening variables between demographic circumstances and child outcomes or (2) both parental attitudes and child outcomes are strongly influenced by the social conditions of the family.

A multivariate analysis of variance was made of all the child outcomes because of the substantial intercorrelations observed among them. The data were covaried on mother's education and income and blocked on race. Significant differences were found for the test of within cells regression ($F=4.739$, $df=92$, $p < .001$) and for race ($F=4.366$, $df=92$, $p < .003$) of course, since this is a social class indicator in these data. The univariate F-tests for the analysis are listed in Table 8.

This multivariable analysis suggests that some significant differences remain in achievement and task-orientation among children after adjustments for social class and the intercorrelations among dependent variables have been made. (Note that considerateness-hostility is accounted for by the demographic adjustments) It is hypothesized that some individual characteristic such as general intelligence is very important to both school achievement and task-orientation.

Table 7

Relationship of Family Socio-Economic Variables

with Child Achievement and Adjustment Variables

Child Outcomes	Family Socio-economic Variables		
	Mother's Education	Income	Race
Iowa Total Score	.62	.59	.59
Iowa Reading Score	.58	.52	.55
CBI: Considerateness vs. Hostility	.22	.21	.34
CBI: Task-Orientation vs. Distractibility	.38	.48	.41
CBI: Extraversion vs. Introversion	.06	.09	-.01

Table 8

Multivariate Analysis of Child Outcome Variables by Race,

Covarying on Mother's Education and Family Income

	Univariate F-Tests		
Test of Race	Mean Square	p Less Than	Standardized Discriminant Function
ITBS_R	7464.473	.002	-.064
ITBS_TOT	7551.523	.001	.733
Considerateness	631.656	.004	.599
Task Orientation	137.375	.121	-.113
Test of Within Cells			
ITBS_R	8773.094	.001	-.188
ITBS_TOT	9873.980	.001	1.058
Considerateness	82.841	.329	.018
Task Orientation	418.559	.001	-.211

Factor analysis of parental beliefs had shown a major factor of traditional educational philosophy. The children of parents who expressed a more traditional philosophy had lower reading and total scores on the Iowa Test of Basic Skills and lower ratings on task-orientation vs. distractibility (see Table 9). It is interesting to observe that approval of uniform treatment of children has a negative correlation with task-orientation while approval of individual treatment of children has a positive correlation with task-orientation.

A group of parent items developed to measure the educational experiences of the child apart from the school were correlated with child achievement and adjustment. The significant correlations reported in Table 10 indicate that parents who provide educational experiences outside of school have children who do well in school. Since not all of these experiences depend on having money to provide them, these data suggest some ways in which all parents can encourage their children if they wish.

Besides the scales which measured educational philosophy, child outcomes were strongly associated with other parental attitudes. The most important of these are listed with their correlations in Table 11. The pattern of correlations for the first six scales indicate that parents who favor strong separation of home and school have children who do less well in school (as do parents whose educational philosophy is more traditional), and correlation of these scales with traditionalism are substantial. Parents in this sample seldom agreed with items in the last three scales in the table (means for all represented disagreement); those who did agree had children who were

Table 9

Correlation of Parent Educational Belifs with Child Outcomes

	CHILD OUTCOME VARIABLES			
	Iowa Reading Score	Iowa Total Score	Task Orientation vs. Distractability	Considerateness vs. Hostility	Extraversion vs. Introversion
PARENT EDUCATIONAL BELIEFS					
Aim of education - to instill information	-.38	-.39	-.33	-.05	-.12
Approval of uniform treatment	-.44	-.39	-.44	-.16	-.20
Children learn passively	-.43	-.40	-.30	-.06	-.09
Knowledge of static PC05	-.48	-.39	-.25	-.12	-.05
Children should be treated uniformly	-.28	-.30	-.33	-.14	-.15
Children are basically bad	-.40	-.37	-.24	-.22	-.01
Disapproval of out-of-school assignments	-.36	-.34	-.21	.01	-.19
Parents are powerless	.16	.13	.33	.05	.08
Knowledge is relative	-.20	-.19	.03	-.06	.05
Children learn actively	.17	.11	.00	-.05	.05
Aim of education - learning how to learn	.15	.14	-.17	-.07	-.26
Children are basically good	-.18	-.19	-.26	.02	.01
Teachers are powerless	.12	.18	-.14	.14	.02
Parents are responsible for homework	-.26	-.26	-.18	-.12	-.06
Traditionalism Total Score	-.56	-.52	-.43	-.15	-.17

Table 10

Correlation of Educational Experience Items
with
Child Adjustment and Achievement

	Iowa Reading Score	Iowa Total Score	Task Orientation vs. Distractibility	CBI Considerateness vs. Hostility	Extraversion vs. Introversion
Amount of Preschool	.25**	.32**	.18*	.14	.08
No. of Books in Home	.23**	.25**	.32**	-.03	.06
Use of Library	.33**	.39**	.39**	.17*	.15
No. of Extracurricular Lessons	.40**	.44**	.30**	.32**	.00
Guides Use of TV	.43**	.45**	.26**	.31**	-.03
Watches TV with Child	.10	.07	.05	-.05	-.04

* $p < .05$

** $p < .01$

Table 11

Correlations of Parental Attitudes with Child Outcomes

	Iowa Reading Score	Iowa Total Score	Task Orientation vs. Distractibility	CBI Considerateness vs. Hostility	Extraversion vs. Introversion
Parents get information about teacher through child	.19*	.15	.17*	.05	.07
Information on home necessary	.34**	.33**	.30**	.20*	-.03
Family privacy is important	-.39**	-.38**	-.41**	-.23*	.06
Information on home unnecessary	-.49**	-.47**	-.34**	-.25**	-.01
Teachers should not ask parents for help	-.21**	-.11	-.19*	-.04	-.05
Parents appreciate teachers' suggestions	-.17*	-.18*	-.17*	-.09	.03
Teacher criticizes child too much	-.27**	-.26**	-.28**	-.31**	-.01
Teachers are patronizing	-.18*	-.14	-.19*	-.02	-.07
Parents feel blamed by the teacher	-.22*	-.20*	-.29**	-.20*	-.06

** $p < .01$
* $p < .05$

not doing so well in school. Perhaps their interactions with the school about their children's progress generated these attitudes.

Further evidence of the strong relationships between socio-economic variables, parental attitudes and child outcomes was furnished by a set of canonical correlations between the three data sets, all of which were highly significant ($p < .001$) (Table 12). The canonical correlations were .73 for child outcomes (ITBS total, task orientation) and social class, .70 for parent attitudes and social class, .65 for parent factors and child outcomes (See Table 12). The correlations between social class and the other two sets of variables were slightly stronger than the correlation between them. Parental concern for family privacy was by far the most important of the parent attitudes (.78 in both sets) and has previously been mentioned as closely associated with traditional educational philosophy, which is strongly related to social class.

A set of miscellaneous parent rank-order items were also included in a canonical correlation with socio-economic variables and child outcomes with significant ($p < .001$) results (Table 13). These particular items were chosen for the analyses because they frequently and significantly correlated with both other parent attitudes and child outcomes. (The items were ranked from 1 (most important) down, so the lower the item was ranked, the larger the number associated with it. The canonical correlations here are similar to those found between other parent attitudes and socio-economic measures and child outcomes.

In order to determine more specifically the relationships among socio-economic variables, parent attitudes, and child outcomes, stepwise multiple regressions were performed, first entering social class

Table 12

Coefficients for Each Set of Variables in Three

Canononical Correlations

Sets	Canonical	Set 1		Set 2	
		Variable	Coefficient	Variable	Coefficient
Social Class and Child Outcomes	.73	MoEduc Income Race	-.454 .270 -.474	Task Orient. ITBS Total	-.175 .898
Social Class and Parent Attitudes	.70	Pfactor 1 2 3 4 5 6 7 8	-.166 .782 -.211 .226 .260 .252 .057 .278	MoEduc. Income Race	.363 -.034 .750
Parent Attitudes and Child Outcomes	.65	Pfactor 1 2 3 4 5 6 7 8	-.105 .781 -.007 .355 .330 .026 -.024 .343	Task Orient. ITBS Total	.464 -.677

Parent factors:

1. Parents positive attitude toward teacher
2. Importance of family privacy
3. Approval of children teaching children
4. Negative experiences in parent contact with teacher
5. Parents welcome training and suggestions from teacher
6. Wish for contact with teacher about problems in child's education
7. Negative attitudes toward contact with teacher
8. Unquestioning support of teacher's authority to child

Table 13

Coefficients for Each Set of Variables in Two Canonical Correlations

Sets	Canonical	Set 1		Set 2	
		Variable	Coefficient	Variable	Coefficient
Parent Rank Orders and Social Class Variables	.61	*Rank Order 1	.171	MoEduc	.183
		2	.072	Income	-.174
		3	-.589	Race	.775
		4	-.229		
		5	.660		
		6	-.064		
		7	.098		
		8	.226		
Parent Rank Orders and Child Outcomes	.61	*Rank Order 1	-.230	Task Orient.	-.273
		2	-.260	ITBS Total	.831
		3	.454		
		4	-.037		
		5	-.504		
		6	.112		
		7	.246		
		8	-.106		

*Rank Orders:

1. Goal of educ. - for a child to learn to follow rules and laws
2. Goal of educ. - for a child to have satisfying experiences each day
3. Goal of conference - for teacher to ask parent to help child with school work
4. Goal of conference - for teacher to familiarize parent with classroom
5. Teacher quality - able to stimulate the child's interest
6. Teacher quality - sets a good example for the child
7. Reason for conference - for parent to make teacher feel free to contact her
8. Reason for conference - for parent to discuss any social, emotional, problem of the child

variables on step 1 and parent variables on step 2 and then reversing the order (parent variables on 1 and social class on 2). Social class indicators were mother's education, family income, and race; parent attitudes included traditionalism, family privacy, and educational experience; child outcomes used were the total Iowa score and task-orientation. The results are presented in Table 14.

The stepwise multiple regressions on these variables suggest that both sets of variables (social class and parent attitudes) can adequately predict child outcomes, social class variables being perhaps a slightly stronger set of variables for predicting achievement and parent variables being slightly stronger in predicting task orientation. This finding might tentatively suggest that intervention involving the parent might influence primarily the child's behavior conducive to learning and secondarily school achievement. It certainly suggests that a program involving parents in their child's education would be worthwhile.

The relationship of teacher and child variables.

The possible influence of several aspects of the school environment on children's attitudes, achievement and classroom behavior were investigated. First, two school characteristics, school of child's attendance and classroom format, are covered, and then two characteristics of teachers, years of experience and race are discussed.

School of attendance and classroom format were checked for associated differences in child variables. Classrooms were categorized as (1) completely self-contained and taught by one teacher, (2) somewhat open

Table 14

Comparisons of Entering Social Class and Parent Variables in First Step of Multiple Regression of Two Dependent Child Variables

Criterion Variable		Multiple Correlation	Beta Wts. SES Race	M's Educ.	Income	Parent Attitudes Fam. Privacy	Trad.	Educ. Exper.	Teacher Quality*	Conferences Good*
IOWA	Step 1	.724	-.354	-.354	.168					
TOTAL	Step 1	.694				-.199	-.157	.323	-.122	.125
SCORE	Step 2	.759	-.207	-.264	.097	-.110	-.017	.164	-.112	.048
TASK	Step 1	.482	.169	.131	-.267					
ORIENTATION	Step 1	.528				.224	.201	-.172	-.069	-.152
	Step 2	.554	-.009	.014	-.216	.190	.161	.085	-.071	-.143

* Teacher Quality - Able to stimulate child's interest
** Conference Goal - For teacher to ask parent to help child with schoolwork

with two rooms connected and/or two teachers "teaming", or (3) completely open physical arrangement and shared teaching among two or more teachers. No differences were found in children's factor scores by classroom organization or school attended. Children's scale scores showed no differences by classroom organization but did by schools on four scales, parent help with homework, activities done with parents, seeing causes and consequences, and teacher communication with parents about the child's good work. There was no pattern of attitudes associated with paricular schools: children in a school would be high on one scale and low on another.

School of attendance and classroom format were also related to child achievement and classroom behavior. The variable of school of attendance was not related to either achievement or classroom behavior. No significant differences in child outcome variables were found in terms of classroom format, but more open classrooms tended to be associated with higher achievement, task-orientation and considerateness. (See Table 15).

Absolutely no differences in terms of the race of the teacher were found in any of the child variables--attitude factor scores and scale scores, the Iowa reading and total scores, and classroom behavior as measured by the CBI. Children in this study responded positively in their attitudes and learning activities regardless of this teacher characteristic. On the other hand, teacher experience did make a difference.

Because of the sample size (n=28), generalizations about teacher experience from this study must be tentative. Teachers had one to

Table 15

Classroom Format & Means on Child Outcomes

Format	n	CBI: Considerateness vs. Hostility	CBI: Distractible vs. Task Oriented	CBI: Extroverted vs. Introverted	ITBS Reading	ITBS Total
Self-Contained	54	-.040	.033	.009	45.86	45.82
Mixed	43	.023	-.001	.030	43.95	43.20
Open	5	.281	-.417	-.439	66.00	65.80

(CBI means are factor scores; ITBS, percentages based on national norms)

twenty-two years experience, so teachers were grouped as having less than five, five to ten, ten to fifteen and more than fifteen years experience. Differences in the means of all the child outcome variables showed the same trend--to be most positive for teachers with five to ten years experience. The differences were significant for three of the variables (Table 16). A check of the years-of-experience groupings revealed no school or race differences which might partially account for these differences.

The relationship of parent and teacher variables.

Parent and teacher factor scores were intercorrelated to see if any significant relationships existed between their attitudes. A few significant correlations were found but none were very high. The extent of agreement between parents and teachers in their attitudes toward children and schooling was also measured by means of correlations between their responses to miscellaneous items and scales of the questionnaire (not included in the factor scores). They did not agree in their estimates of parent, teacher and child responsibility, of teacher qualities, of the amount of attention a child needs, and of the amount of contact needed between parents and teachers. On all other areas the two groups were in closer agreement.

The differences between parents' and teachers' belief systems in this data indicate that their perceptions and orientations are somewhat different. Parents and teachers of the same social class might be in closer agreement, it was thought. To examine this possibility, parents were divided into two groups, those mothers having at least four years of post-high school education (like teachers)

Table 16

Teacher Experience and Child Outcomes

Teacher's Years of Experience	n Children	n Teachers	Child Behavior Inventory: Considerate vs. Hostile	Child Behavior Inventory: Distractible vs. Task-Oriented	Child Behavior Inventory: Extroversion vs. Introversion	ITBS Reading	ITBS Total
1-5	52	13	-.2137	.0707	.0625	39.73	41.11
6-10	30	8	.3050	-.3660	.0131	57.00	57.43
10-15	7	2	.0661	.4083	-.2673	44.42	37.14
15+	13	4	.0500	.3625	.1038	45.69	41.92
F values			1.97	3.06**	.35	1.63	1.74

(Mean Child Behavior Inventory scores are expressed in terms of factor scores; mean ITBS scores are expressed in terms of percentiles.)

and those having less; scale scores on each group were correlated with teachers' scores on comparable scales. Only occasional correlations were found to be significant, and none were large. So social class alone does not account for teacher-parent attitude differences.

Both teachers and parents reported the kind and amount of contact which they had with each other. Teachers rated individually each of the four parents in their classes on their responsiveness (PARTIC), the child's cooperativeness (CHILDCOOP) and their own initiatives with that particular parent (T-INT). The only large intercorrelation among these variables was .42 between T-init and Partic. Parents' own reports of their participation (AMNTCONT) were not correlated (r=.01) with teachers' ratings of their participation. Two parent scales were significantly associated positively with Partic (sources of information on how children learn, early language stimulation) and two were significantly negatively associated with Partic (family privacy is important, teachers listen to parents).

A multiple regression analysis of the total amount of participation in terms of the independent variables of race, income, and mother's education was performed in order to identify the source of differences in degrees of participation. Mother's education accounted for most of the difference with income being somewhat important; race was not a factor here (Table 17). Perhaps mothers feel more capable in helping and talking with the teacher if they are better educated. Income probably makes a difference because a mother who has to work has less time to spend in the school in the first place. The finding that race was not a relatively important factor when compared with mother's education and income is an important one. It suggests that race is not

Table 17

Predicting Parent Contact in the School from

Parent Demographic Variables

	Beta Wt.	Analysis of Var.	df.	F
Income	.08473	Regression	3	2.47236
Race	.00273	Residual	95	
Mother's Education	-.20787			

so much a barrier to parent participation in their child's schooling as are the social class variables of education and income.

Conclusions.

It should again be emphasized that these findings are most tentative since they are based on data from a relatively small (n=109) non-representative sample (southern university town). The few racial differences mentioned should be viewed especially skeptically because few middle class Blacks and few lower class Whites were included. The major finding of the importance of parental variables to children's achievement and adjustment, however, is clearly demonstrated. The potential for effective parental contribution to their children's education is supported by these data.

Inventory of Parent-Teacher-Child Interaction

Teacher Form

I. Family privacy
1. Teachers should not question children about their home and family
2. A teacher should respect family privacy by not asking the child about his family
3. Teachers should not try to find out what goes on in a child's home
4. A teacher has no right to seek information about a student's home background

II. Parents are responsible for problems
1. If a child is not doing well at school, the parent is largely responsible
2. If a child isn't working well at school, the problem is generally in the home, not school
3. Parents can be held most accountable if a child fails to learn

III. Teacher more expert than parents
1. No matter how well-educated a parent is, he doesn't know enough about teaching young children to be able to give a teacher good advice
2. Since parents lack special training in education, they should not question the teacher's teaching methods
3. Because of all of the teacher's training and experience, parents should not try to tell her how to teach
4. Parents shouldn't interfere since teachers generally know more about what and how children should be taught

IV. Uselessness of parent-teacher conferences
1. Meetings with parents provide little that is useful
2. Meetings with parents do not help me achieve my goals for the children
3. Meetings with parents are not worth the time they take

V. Importance of home learning
1. A child's success in learning is influenced more by his home than his school
2. The most important part of a child's learning happens at home before he starts school
3. Even during school years, the most important part of a child's learning takes place at home

VI. Disapproval of teacher's demands on out-of-school time
1. Teachers should not ask children to do specific things other than homework in their out-of-school time
2. Families, not teachers, should decide what children do with their out-of-school time
3. Teachers should not tell parents what children should do when they are not in school

VII. Information regarding home necessary
1. It is important for the teacher to know about a child's home life in order to help the child more
2. Knowledge of a child's home background is necessary for effective teaching
3. If a teacher knows about a student's family, she is better able to work with him

VIII. Teachers are responsible for problems
1. If a child is not doing well in school, the teacher is largely responsible
2. If a child isn't working well at school, the problem is generally in the school, not the home
3. Teachers can be held most accountable if a child fails to learn

IX. Skills and comfort with parents
1. I can interact well with parents during parent-teacher conferences
2. I know how to conduct a useful parent-teacher conference
3. I am able to communicate effectively with parents during parent-teacher conferences
4. I feel comfortable calling parents about any questions I have
5. When a child comes to school with a problem, I feel comfortable contacting the parents

X. Parents help in school
1. I ask parents to come in and help with the class
2. I find parents helpful in tutoring children in school
3. I use parents as teacher aides in my classroom

XI. Parent's appreciation of teachers
1. Parents are good about letting me know that they appreciate my efforts
2. Parents give me credit for helping their children learn
3. Most parents seem to appreciate what I do for their children
4. Parents want me to tell them how to help their child learn
5. Parents are eager to have my ideas about how they can work with their child

XII. Children should not teach others
1. I am reluctant to have my pupils spend their time teaching other children
2. I prefer to teach children myself rather than asking other children to help them
3. Children should do their own studying without help from other children

XIII. Relationship problems
1. Parents think a teacher of another race is prejudiced if their child gets a low grade
2. It is hard to talk to parents whose education differs greatly from mine
3. It is generally much easier for me to talk to parents if they are of my own race
4. Most parents contact the teacher only when they want to complain about treatment of their child
5. Parents expect teachers to give too much individual attention to their child
6. It is difficult to talk to parents whose income differs greatly from mine
7. I am cautious about what I say to a parent of a different race

XIV. Parents could teach in the classroom
1. I would welcome parents to take over a class while I do other important things
2. I would be glad to have parents substitute for me and teach subjects in which they have special knowledge
3. I would approve of a program for encouraging and training parents to teach in the classroom

XV. Difficulty with parents of children with problems
1. It is hard to face the parents of a child who is doing poorly
2. It is unpleasant talking to a parent whose child is not doing as well as he should
3. It is a strain on me to discuss a child's problems with his parents

XVI. Suggesting home activities
1. I recommend TV programs for children to watch at home
2. I suggest books to parents that children can read at home
3. I suggest family activities or games
4. I suggest field trips for families

XVII. More time wanted for parent-teacher conferences
1. I think more parent-teacher conferences should be scheduled by the school
2. I think more time should be allowed for each parent-teacher conference
3. Conferences should be spread out over a longer period of time rather than packed into a few days

XVIII. Encouraging parents to help with schoolwork
1. I give suggestions to parents about how to help their children do well in school
2. I give parents ideas of how to help their children with schoolwork
3. I show parents methods for teaching reading skills to their own children
4. I praise parents for helping children learn

XIX. Happiness with school
1. Children are fortunate to go to a school as pleasant as this one
2. This school makes learning an enjoyable experience for children
3. This school is a very good one in which to teach
4. The faculty at my school works well together
5. This school is a friendly place
6. This school is a warm, welcoming place

XX. Children teach others
1. I encourage my children to teach one another
2. If one of my pupils is especially good in some subject, I ask him to teach it to other children
3. I ask pupils who are ahead to help other pupils on a one-to-one basis

XXI. Parent should support teacher to child
1. If a child complains about the teacher at home, the parents should either back the teacher or remain neutral
2. Parents should not criticize the teacher to their child
3. Parents should always speak well of the teacher to their child even if they don't like something the teacher has done
4. Parents should not disagree with the teacher in the presence of their child

XXII. Ability to train parents to teach their children
1. I can help parents to do a better job of teaching children at home
2. Parents can learn a great deal from me about ways to help their children
3. I know how to share my teaching skills with parents

XXIII. Parents disturb instruction
1. I can do a better job if parents stay out of the classroom while I am teaching
2. When parents visit my classroom during the day, they distract the children from learning
3. I prefer parents to stay out of the classroom during the day

XXIV.° Contacting parent when child does well
1. When a child is doing well in school, I make a point of telling parents about it
2. I get in touch with parents to let them know when their child shows improvement in his work
3. I phone or write notes to parents of children whose work is good

XXV. Reluctance to teach parents
1. I do not want to work with parents any more than I already do
2. Working more with parents would interfere too much with my other teaching responsibilities
3. Working with parents is too much to expect from the classroom teacher

XXVI. Children should teach others
1. When one child teachers another, it is a valuable experience for both
2. A child who is asked to help another child in school learns a great deal himself
3. Children like to be taught by other children
4. Children like to teach other children
5. Children learn some things from other children better than they do from a teacher

XXVII. Discomfort with parents
1. Conferences with parents sometimes makes me uneasy
2. I feel ill-at-ease when I visit with a child's parents
3. I get tense when I have to talk to a parent about a child

XXVIII. Desire for training to work with parents
1. I want more training to help me work with parents
2. I want to learn how to work with parents more effectively
3. I want to attend an in-service training program at my school designed to help teachers work effectively with parents

Inventory of Parent-Teacher-Child Interaction

Second Section

INVENTORY OF EDUCATIONAL BELIEFS

I. Parental authority is absolute
1. The most important thing to teach children is absolute obedience to parents
2. Children should always obey their parents
3. Children should not question the authority of their parents
4. Children should always do what their parents say no matter what

II. Children basically good
1. Although adults may have difficulty accepting them, all children are basically good at heart
2. All children are good by nature
3. Children are born good; it is society that turns some children into troublemakers

III. Aim of education - to instill information
1. The major goal of education is to put basic information into the minds of the children
2. The most important goal of education is to pass on the knowledge which has been handed down from generation to generation
3. The principal aim of education is to teach facts which have been discovered about the world

IV. Children learn passively
1. Basically, children learn by being told about the world
2. Children's learning results mainly from being presented basic information again and again
3. A child learns primarily by absorbing knowledge he is given by others

V. Knowledge is relative
1. Conditions change and so do our ideas of what is the truth
2. What is true depends on one's culture and the times in which one lives
3. What is truth for one man may not be the truth for another in a different time or place

VI. Children should be treated uniformly
1. Teachers should show the same amount of affection to all their students
2. Teachers should give all students an equal amount of praise
3. Teachers should discipline all the children the same
4. In order to be fair, a teacher must treat all children alike
5. Children should be treated the same regardless of differences among them

VII. The world is threatening
1. Children have to learn that the world is a pretty unfriendly place
2. Children have to learn to look out for themselves, because the way the world is now, no one else will
3. Children today are growing up in a unfriendly world

VIII. Teacher's authority is absolute
1. The most important thing to teach children is absolute obedience to whoever is in authority
2. Children should always obey the teacher
3. Children should not question the authority of the teacher
4. Children should always do what the teacher says no matter what

IX. Children misbehave if allowed to
1. Children generally do not do what they should unless someone sees to it
2. Since children cannot be trusted to do the right thing, their chances to misbehav must be limited
3. If children were allowed to do what they pleased, total confusion would result

X. Aim of education - learning how to learn
1. Basically, the aim of education is to encourage the children's curiosity about many areas
2. The major goal of education is to teach children how to think creatively
3. The main purpose of education is to help a child learn to investigate problems on his own

XI. Children learn actively
1. A child learns best by doing things himself rather than listening to others
2. Basically, a child learns by exploring the world around him
3. Children are naturally curious and will learn well unless barriers are placed in their way

XII. Knowledge is static
1. What is true is true, no matter where or when
2. While new things may be added, there is a basic body of knowledge which remains the same
3. Some things are known to be true and will the same for all time

XIII. Narrow future-oriented time perspective
1. Preparing for the future is more important for a child than enjoying today
2. The most important thing for a child to do in school is to prepare for his future life
3. To be satisfied now is less important for a child than to work for the future

XIV. School authority is not absolute
1. Children should question school rules if they do not think they are fair
2. I do not want my child to obey school rules automatically if he does not think they are right
3. Children should not automatically accept everything the teacher says

XV. Children born bad
1. Children will be bad unless they are taught what is right
2. Children will not do the right thing unless they must
3. Children must be carefully trained early in life or their natural impulse will make them unmanageable

XVI. Teacher responsibilities

How much influence should parents, teachers and children each have in making decisions in the following areas? Place a "P" for parents, a "T" for teachers, and a "C" for children in the appropriate box below.

	None	A little	Some	Much	Most	All
what a child should learn in school						
how the children should be evaluated or graded						
assignment of a child to a particular class or program						
how much homework is assigned						
choosing methods of punishment for serious offenses, e.g., spanking						

XVII. How much responsibility should teachers have for teaching or fostering the following? Check the appropriate box below.

	None	A little	Some	Much	Most	All
moral & ethical values (knowing right from wrong)						
obedience to law						
manners						
physical and dental health care						
emotional adjustment						
concern for others						

XVIII. Parent responsibilities

How much responsibility should parents take for the following? Check appropriate box.

	None	A Little	Some	Much	Most	All
enforcing school rules						
following up on discipline problems at school						
making sure a child respects and obeys the teacher						
making sure a child respects the rights of other school children						

XIX. Goals of education

What, from the following list, do you think are the most important goals of a school? Rank them in order of their importance to you. (Assign "1" to the goal you consider the most important, "2" to the next most important item and so on.)

___ a. for a child to learn to be happy
___ b. for a child to learn to be a good person
___ c. for a child to learn to earn a living
___ d. for a child to learn to use his mind
___ e. for a child to learn to get along with others
___ f. for a child to learn to follow rules and laws
___ g. for a child to have satisfying experiences each day

Is there a goal you think even more important? Please specify.

XX. The following are considered important qualities for teachers to have. Rank them in order of their importance to you. (Assign "1" to the goal which you consider the most important, "2" to the next most important, and so on, from 1 to 6.)

___ a. knows subject matter well
___ b. is able to stimulate a child's interest
___ c. is warm and friendly to children
___ d. is able to maintain order
___ e. is able to teach children at their level
___ f. sets a good example for the children

Code No. _____(Add to each page at same time this is numbered)

Cover Sheet for Parent Form

This sheet, which is the only place on the forms on which the participant's name will be written, will be detached from the forms and used for recordkeeping purposes only.

Name of child _____

Name of parents _____

Adults in household (relationship to child) _____

_____

Father's Occupation: What job does he hold _____
(if in home)

What does he do in the job _____

Mother's Occupation: What job does she hold _____

What does she do in the job _____

Father's Education: Number of years completed _____
(if in home)

Mother's Education: Number of years completed _____

Ordinal position of child

Number of Older brothers and sisters _____

Number of Younger brothers and sisters _____

Distance from home to school _____

PARENT INTERVIEW

ID# _____

RECORDED BY _____ DATE _____ PUNCHED _____

I. First, are you generally satisfied with _____'s school situation
(name of child)
this year? NO Y

If no, what do you think is the main problem?

II. Now I would like to ask you about your contact with your child's teacher and school this year.

1. How many times this year have you: # of times

a. Had a private conversation (face to face) with the teacher about your child _____

b. Been to open house in your child's school _____

c. Visited class during regular class time _____

d. Had a home visit from the teacher _____

e. Talked on the phone with the teacher _____

f. Attended PTA meetings other than open house _____

g. Exchanged notes or letters with the teacher _____

2. In general, do you feel you've had enough contact with your child's teacher this year? NO YES

3. Have you had the kind of contact you would like? NO YES

If not, what would you like?

4. Now that _____ is in school what do you see as your part in his/her education?

5. Have you helped your child's teacher this year?

If yes, what have you done?

III. CARD SORT SECTION A

Now I have some statements written on cards about the kinds of experiences you have had with schools and your child. If you strongly disagree with the statement, put it in this pocket (point). If you mildly disagree, put it here (point). If you are not sure, put it in the middle pocket. If you mildly agree with the statement, put the card here and if you strongly agree, put it here. (pointing) If you would prefer to have me read the cards and put them in the pockets, I'd be glad to.

IV. Responsibilities Section

Here are some questions I would like you to mark yourself. (Hand page 3 and 4 to person being interviewed)

1. In this section we want to ask you how much influence you feel parents, teachers and children each should have in making decisions in the following areas. You will notice there are six possible categories for each item:

None A little Some Much Most All

First, put a P for parents under the heading which you feel best describes the amount of influence they should have in making decisions in the first area, what a child should learn in school. Then put a T for teachers under the heading which you feel best describes the amount of influence the teacher should have in making decisions in the same area. Then, put a C for children in the same way.

You may place more than one letter in each box. For example, if you feel that neither the parent nor the child should have any influence in some area, and the teacher should have all the influence, you would place both a P and a C under the heading NONE and a T under the heading ALL.

Please do this for each of the 5 areas listed. I can read it to you if you like.

2. The next section deals with the amount of responsibility teachers should have for teaching or fostering ideas in different areas. Please check one box for each item depending on the amount of responsibility you feel the teacher should have in each area, or I can do it for you.

3. The next section deals with the amount of responsibility parents should take in the following areas. Please check one box for each item depending on the amount of responsibility you feel the parent should have in each area.

V. Rank Order: Section I (hand page 6 to person being interviewed)

A. Goals of Education

What from the list I have just given you do you think are the most important goals of a school? Place a "1" next to the goal you consider the most important, a "2" next to the goal you consider the next most important and so on through seven.

B. Child Qualities I

Next is a list of qualities which might be considered important for a child to learn. Place a "1" next to the quality which you think is most important, a "2" next to the quality you consider the next most important, and so on through six.

VI. CARD SORT SECTION B

Now I have some statements written on cards that give various opinions about schools and education. Put them in pockets in the same way you did with the last group of cards depending on whether you Strongly agree, Mildly agree, are Not Sure, Mildly disagree, or Strongly disagree.

VII. Now I would like to ask you some questions about your contact with _____'s teacher

1. Does your child's teacher make you feel free to get in touch with her? NO YES

2. Do you ever take the initiative in contacting the teacher? NO YES

   Why? or Why not?

3. If your child told you he were having problems at school would you get in touch with the teacher? NO YES

   If no, why not?

4. Would you like the teacher to:

Recommend TV programs for children to watch at home	NO	YES
Suggest books that children can read at home	NO	YES
Suggest interesting places for families to go	NO	YES
Suggest family activities and games	NO	YES
Let you know about good movies for children	NO	YES

5. Does your child's teacher:

Give you suggestions about how to help him do well in school	NO	YES
Show you ways for teaching reading skills to your child	NO	YES
Give you ideas of how you can help your child with schoolwork	NO	YES
Give you confidence in your ability to teach your child	NO	YES
Praise you when you help your child learn	NO	YES

6. Do you feel there are ways the teacher could help you become more involved with your child's schooling? NO YES

If yes, in what way?

VIII. Now I'd like to ask you some questions about your part in _____'s education.

1. Do you feel that it is helpful to your child for you to teach him school subjects (for example, arithmetic, reading) at home? NO YES

2. Do you feel that it would be confusing to your child for you to teach him school subjects (for example, arithmetic, reading) at home? NO YES

3. Has your child's teacher ever suggested that you teach or help him with schoolwork at home? NO YES

4. Has your child's teacher ever asked you not to teach your child at home? NO YES

IX. Now I'd like to ask some questions about _____'s educational experiences outside of public school.

1. How many years of preschool did your child have before public school? _____

2. Have you bought any books for your child within the last three years? NO YES

How many?

3. Have you ever taken your child to a public library or bookmobile? NO YES

4. What kind of activities outside of school has your child been involved in? (for example, Sunday School, swimming lessons, recreational programs, etc.)

Anything else?

5. Do you help your child decide what TV programs to watch? NO YES

6. Do you talk with your child a lot? NO YES

7. What ~~other~~ kinds of things do you talk about with your child?

(Check under "2" for spontaneous responses: check under "1" if they say "yes" after having been asked to respond to a particular item; check under "0" if they say "no".)

Checklist:	NO 0	YES 1	SPONTANEOUS 2
(a) your friends			
(b) child's friends			
(c) TV programs			
(d) school			
(e) things your child likes to do			
(f) what your child would like to do in the future			
(g) sports			
(h) your work			
(i) other (please specify)			

8. What kinds of things do you do with your child at home?

(Check under "2" for spontaneous responses. Then go down list and check under "1" those items the ~~child~~ parent answers "yes" to, and "0" those items the ~~child~~ parent answers "no" to.)

	NO 0	YES 1	SPONTANEOUS 2
(a) usually sit down together at a meal (at least once a day)			
(b) household chores			
(c) play games together			
(d) watch TV			
(e) read magazines or books			
(f) work on hobbies			
(g) do homework or school projects			
(h) work in yard, garden			
(i) make household repairs			
(j) cook			
(k) other (please specify)			

9. What kinds of things have you ~~taught~~ helped to teach your child? (Check under "2" for spontaneous responses.) Have you ever taught (him) (her) _____? (Go down list and check under "1" the things the parent answers "yes" to, and "0" the things the ~~child~~ parent answers "no" to.) example: tie his shoes

Checklist:	NO 0	YES 1	Spontaneous 2
(a) how to write a letter			
(b) school subjects - reading, arithmetic			
(c) good manners			
(d) how to clean house or wash clothes			
(e) how to sew			
(f) how to get along with other people			
(g) games or sports			
(h) how to grow plants and garden			
(i) how to take care of pets			
(j) how to talk correctly			
(k) how to take care of younger children			
(l) other (please specify)			

Has anyone else apart from the teacher, taught your child any of these things?

Who? _____

X. Rank Order: Section II (hand page 12 to person being interviewed).

A. Teacher Qualities

What from the list I have just given you do you think are the most important qualities for teachers to have? Place a "1" next to the quality you think is the most important, a "2" next to quality next most important and so on.

B. Child Qualities II

Next is a list of qualities which you might value for your child. Place a "1" next to the quality which you value the most, a "2" next to the quality which is next most important and so on.

XI. CARD SORT SECTION C

Here are the last group of statements on cards. These have to do with beliefs about children and education. They go in pockets the same way as we've done it before.

XII.

1. Are there things about the school that you would like to see changed? NO YES

   If yes, what would you like to see changed?

   Do you think there is any way you could help change them? How? NO YES

2. We don't like asking about income but. . . (If you prefer, you don't have to answer)

   What is your family's yearly income?

   _____ below $5,000 per year

   _____ 5,001 - 10,000

   _____ 10,001 - 15,000

   _____ 15,001 - 20,000

   _____ over 20,001

3. Do you feel there are any important areas we have forgotten to cover?

4. Is there anything else you would like to tell me about your child or his school?

SUMMARY OF PARENT CARD SORT RESPONSES

Name _____ I.D.# _____

Recorded by _____ Date _____ Punched _____

Strongly disagree=1, mildly disagree=2, not sure=3, mildly agree=4, strongly agree=5

Section A

1. ____	26. ____	51. ____
2. ____	27. ____	52. ____
3. ____	28. ____	53. ____
4. ____	29. ____	54. ____
5. ____	30. ____	55. ____
6. ____	31. ____	56. ____
7. ____	32. ____	57. ____
8. ____	33. ____	58. ____
9. ____	34. ____	59. ____
10. ____	35. ____	60. ____
11. ____	36. ____	61. ____
12. ____	37. ____	62. ____
13. ____	38. ____	63. ____
14. ____	39. ____	64. ____
15. ____	40. ____	65. ____
16. ____	41. ____	66. ____
17. ____	42. ____	67. ____
18. ____	43. ____	68. ____
19. ____	44. ____	69. ____
20. ____	45. ____	70. ____
21. ____	46. ____	71. ____
22. ____	47. ____	72. ____
23. ____	48. ____	73. ____
24. ____	49. ____	74. ____

Section B

1. ____	26. ____	33. ____
2. ____	27. ____	34. ____
3. ____	28. ____	35. ____
4. ____	29. ____	36. ____
5. ____	30. ____	37. ____
6. ____	31. ____	38. ____
7. ____	32. ____	39. ____
8. ____	33. ____	40. ____
9. ____	34. ____	41. ____
10. ____	35. ____	42. ____
11. ____	36. ____	43. ____
12. ____	37. ____	44. ____
13. ____	38. ____	45. ____
14. ____	39. ____	46. ____
		47. ____

Section C

1. _____	11. _____	21. _____	31. _____	41. _____	51. _____	61. _____
2. _____	12. _____	22. _____	32. _____	42. _____	52. _____	62. _____
3. _____	13. _____	23. _____	33. _____	43. _____	53. _____	63. _____
4. _____	14. _____	24. _____	34. _____	44. _____	54. _____	64. _____
5. _____	15. _____	25. _____	35. _____	45. _____	55. _____	65. _____
6. _____	16. _____	26. _____	36. _____	46. _____	56. _____	66. _____
7. _____	17. _____	27. _____	37. _____	47. _____	57. _____	67. _____
8. _____	18. _____	28. _____	38. _____	48. _____	58. _____	68. _____
9. _____	19. _____	29. _____	39. _____	49. _____	59. _____	
10. _____	20. _____	30. _____	40. _____	50. _____	60. _____	

Parent Inventory of Parent-Teacher-Child Interaction
and Involvement

I. Attitudes

1. Family privacy
Teachers should not question children about their home and family
A teacher should respect family privacy by not asking the child about his family
Teachers should not try to find out what goes on in a child's home
A teacher has no right to seek information about a child's home background

2. Information regarding child's home unnecessary
Teachers need not be concerned with what goes on in a child's home
A teacher can teach her students just as well without knowing about their families
Knowing about a child's home background will not increase the effectiveness of the teacher's teaching

3. Information regarding child's home necessary
It is important for the teacher to know about a child's home life in order to help the child more
Knowledge of a child's home background is necessary for effective teaching
If a teacher knows a student's family, she is better able to work with him

4. Uselessness of parent-teacher conference
Parent-teacher conferences provide little that is useful
Parent-teacher conferences do not help me achieve what I want for my child
Parent-teacher conferences are not worth the time they take

5. Teachers are responsible for problems
If a child is not doing well at school, the teacher is largely responsible
If a child isn't working well at school, the problem is generally in the school not the home
Teachers can be held most accountable if a child fails to learn

6. Parents are responsible for problems
If a child is not doing well at school, the parents are largely responsible
If a child isn't working well at school, the problem is generally in the home not the school
Parents can be held most accountable if a child fails to learn

7. Teacher more expert than parents
No matter how well educated a parent is, he doesn't know enough about teaching young children to be able to give a teacher good advice
Since parents lack special training in education, they should not question the teacher's teaching methods
Because of all of the teacher's training and experience, parents shouldn't try to tell her how to teach
Parents shouldn't interfere since teachers know more about what and how children should be taught

8. Teacher should contact parent when child does well
When my child is doing well in school, the teachers should make a point of telling me about it
It is important for teachers to get in touch with me to let me know when my child shows improvement
Teachers should phone or write to me when my child's work is good

9. Importance of home learning
A child's success in learning is influenced more by his home than his school
The most important part of a child's learning happens at home before he starts school
Even during school years, the most important part of a child's learning happens at home

10. Disapproval of teacher's demands on out-of-school time
Teachers should not ask children to do specific things other than homework in their out-of-school time
Families not teachers should decide what children do with their out-of-school time
Teachers should not tell parents what children should do when they are not in school

11. Parent powerlessness
There is little parents can do about school policies and practices
Parents cannot do much to change what happens in school
There is little hope that parents can have a meaningful effect on the school

I. Philosophy

1. Aim of education - to instill information
   - The major goal of education is to put basic information into the minds of the children
   - The most important goal of education is to pass on the knowledge which has been handed down from generation to generation
   - The principal aim of education is to teach facts which have been discovered about the world

2. Aim of education - learning how to learn
   - Basically, the aim of education is to encourage children's curiosity about many areas
   - The major goal of education is to teach children how to think creatively
   - The main purpose of education is to help a child learn to investigate problems on his own

3. Children learn passively
   - Basically, children learn by being told about the world
   - Children's learning results mainly from being presented basic information again and again
   - A child learns primarily by absorbing knowledge he is given by others

4. Children learn actively
   - A child learns best by doing things himself rather than listening to others
   - Basically, a child learns by exploring the world around him
   - Children are naturally curious and will learn well unless barriers are placed in their way

5. Children basically good
   - Although adults may have difficulty accepting them, all children are basically good at heart
   - All children are good by nature
   - Children are born good, it is society that turns some children into troublemakers

6. Children basically bad
   - Children generally do not do what they should unless someone sees to it
   - Since children cannot be trusted to do the right thing, their chances to misbehave must be limited
   - If children were allowed to do what they pleased, total confusion would result

7. Children born bad
   - Children will be bad unless they are taught what is right
   - Children will not do the right think unless they must
   - Children must be carefully trained early in life or their natural impulse will make them unmanageable

8. Knowledge is relative
   - Conditions change and so do our ideas of what is the truth
   - What is true depends on one's culture and the times in which one lives
   - What is truth for one man may not be the truth for another in a different time or place

9. Children should be treated uniformly
   - Teachers should show the same amount of affection to all their students
   - Teachers should give all students an equal amount of praise
   - Teachers should discipline all the children the same
   - In order to be fair, a teacher must treat all children alike
   - Children should be treated the same regardless of differences among them

10. Teacher responsibilities

How much influence should parents, teachers and children each have in making decisions in the following areas? Place a "P" for parents, "T" for teachers and a "C" for children in the appropriate box below.

	None	A little	Some	Much	Most	All
what a child should learn in school						
how the children should be evaluated or graded						
assignment of a child to a particular class or program						
how much homework is assigned						
choosing methods of punishment for serious offenses, e.g., spanking						
whether the child is too sick to be in school						
when the child should be excused to be with his family						
whether the child attends parent-teacher conferences						
what books the child should read						
whether the child may stay home from school						

How much responsibility should teachers have for teaching or fostering the following? Check the appropriate box below.

	None	A little	Some	Much	Most	All
moral & ethical values (knowing right from wrong)						
obedience to law						
sex education						
manners						
family roles and responsiblities						
physical and dental health care						
emotional adjustment						
concern for others						

11. Goals of education

What, from the following list, do you think are the most important goals of a school? Rank them in order of their importance to you. (Assign 1 to the goal which you consider most important, 2 to the next important and so on.)

1. For a child to learn to be happy
2. For a child to learn to be a good person
3. For a child to learn to earn a living
4. For a child to learn to use his mind
5. For a child to learn to get along with others
6. For a child to learn to follow rules and laws
7. For a child to have satisfying experiences each day

Is there another goal you think even more important? Please specify.

III. Personal experiences with child's education

1. Teacher positive to child
   The teacher understands my child
   The teacher is fair to my child
   The teacher is patient with my child

2. Teacher positive about child
   The teacher usually makes me feel good about my child
   The teacher tells me about good things my child has done
   The teacher talks about my child as if she really likes him

3. Parent support of teacher's discipline
   I do not criticize the way the teacher disciplines my child
   I support the teacher's methods of discipline
   I approve of the way the teacher deals with my child when he has misbehaved

4. Parents' support of teacher to child
   If my child complains about the teacher I either back the teacher or remain neutral
   I do not criticize the teacher to my child
   I always speak well of the teacher to my child even if I don't like something the teacher has done
   I do not disagree with the teacher in the presence of my child

5. Teacher treats child with respect
   I think my child's teacher listens to and respects what my child says
   I think the teacher listens to my child and takes what he has to say seriously
   I think the teacher trusts my child

6. Positive effects of contact with teacher
   A talk with the teacher usually makes me feel good about her
   After a conference with the teacher, I almost always feel satisfied that my child is in good hands
   After a meeting with a teacher, I usually feel she is doing a good job with my child

7. Children being taught by other children
   If another child was especially good in some subject or skill, I would like to have him teach my child
   My child would be able to learn some things from other children better than he does from the teacher
   My child could be taught more by another child than by the teacher's group presentation
   My child would like to be taught by other children

8. Children should teach others
   Children learn as much from teaching other children as from other classroom activities
   A child who is asked to help another learns a great deal himself
   Children like to teach other children

9. Children should not teach others
I am reluctant to have my child spend any of his school time teaching other children
I prefer my child to be taught by the teacher rather than by other children
Children should do their own school work without help from others

10. Racial differences a problem for parents
It is generally easier for me to talk to teachers if they are of my own race
When I talk to a teacher of another race, I am a little more careful of what I say
There are some subjects which require tact when talking to a teacher of a different race

11. Teacher criticizes child too much
When I talk to the teacher she criticizes my child too much
When I discuss my child with the teacher she has too much to say about his weaknesses and not enough about his strengths
When I talk to the teacher, I hear too much about my child's failures and problems

12. Discomfort with teachers
I sometimes do not know what to say when I meet my child's teacher
I am afraid the teacher will think less of me if I disagree with her
I am careful about making suggestions to the teacher because she might resent it

13. Parents feel blamed by teacher
When a teacher says my child isn't doing well, I feel she thinks it is my fault
The teacher seems to blame me for my child's problems
The teacher seems to think I haven't tried hard enough to help my child

14. Teacher unfriendly
The teacher talks as if I don't know as much as she does
The teacher acts as if she is better than I am
The teacher does not treat me as an equal
The teacher is too serious and businesslike

15. School is a happy place for children
This school is a happy place for children
Children are fortunate to go to a school as pleasant as this one
This school makes learning an enjoyable experience for children

16. Teachers should train parents
The teacher can help me to do a better job of teaching children at home
I can learn a great deal from the teacher about ways to help my child
I like to have suggestions from the teacher about how to help my child do well in school

17. Parents' appreciation of teachers' suggestions
I am eager to have the teacher's ideas about how I can work with my child
I want the teacher to tell me how to help my child learn
I want the teacher to help me to do a better job of teaching my child at home

18. Sources of information on how children learn
I have read books, magazines, or newspapers about how to help my child learn
I have asked doctors or teachers how to help my child learn
I ask friends and relatives for ideas about how to help children learn
I have attended lectures or courses or met with groups of mothers to discuss how children learn

19. Parent reprisal on teacher
If the teacher disciplined my child in a way I didn't think was right, I would go to her principal or supervisor
If a teacher upset me I would complain about her
I would report a teacher if I were dissatisfied with her

20. Parent fear reprisal on child
I can't criticize the teacher because it might affect the way she treats my child
If I tell the teacher what I really think, she might take it out on my child
Some things I would like to say to the teacher would just cause trouble for my chil

21. Early language stimulation
My child loved to look at books before he was two
I made up stories to tell my child even when he was too small to understand them
I sang songs and talked to my child when he was a tiny baby

22. Teacher listens
The teacher gives me her attention when I talk to her
The teacher would listen to whatever I have on my mind
The teacher takes time to answer all my questions
The teacher would be interested in any suggestions I make concerning my child's education
The teacher would welcome advice from me concerning my child's education

CHILD QUESTIONNAIRE
Interviewer Instruction Sheet

Introduction:

(Do not read this verbatim, but do cover the main points.)

I am _____. I have been talking to children and their parents about how they feel about school. You may remember that someone visited your parents recently asking them some similar questions. I am mostly interested in when and how much parents and teachers get to talk with each other and with children. I would like to ask you some questions about your school experiences and how you feel about learning. The people I work with and I are trying to find out how most parents and children feel about school.

We will put your answers in a big computer with everyone else's answers and we will look at the whole group together to see if there are ways we can help make schools better places for people. Your answers will never be seen by your teacher or your parents, so you can really say how you feel about school. So you understand that your answers will be kept secret?

Now that I have told you about what I am doing, would you like to be interviewed? It won't take very long and your teacher says it's O.K. if we talk for a while. Even though your parents have been interviewed, don't feel that you have to answer my questions too. If you would like to talk with me now, I will ask you to sign this form. (Show the Child Agreement). Let's read it together. (Read). Would you like to be interviewed?

These questions are about your opinions and feelings. There are no right or wrong answers to them. I am going to give you some cards and I would like you to point to the card which describes best what you think.

(Please write down any qualification the child makes to the answer he gives. In particular, if a child selects the middle (don't know) category, ask him to explain his answer more fully. Check the "don't know" box and write the explanation in the space provided on the interview sheet.

PS 008380

CHILD INTERVIEW

(INTERVIEWER: Hand Child Appropriate Cards)	Never	Sometimes	Often
1. Do your parents help you with your schoolwork? If not, why don't they help you? If yes, how do they help you?			
2. Do you want your parents to help you with your schoolwork? If yes, why? If no, Why not?			
3. Do your parents give you as much help as you need?			

(INTERVIEWER: Hand Child Appropriate Cards)	NO!	no	don't know	yes	YES!	Qualifications.
4. Do your parents think doing well in school is important?						
5. Does it make your parents happy when you do a good job in school?						
6. Do your parents show much interest in the grades you get in school?						
7. Do your parents show they are pleased if you make a good grade in school?						
8. Would your parents show concern if you made a bad grade in school?						

	Never	Sometimes	Often
9. Do your parents ask about what has happened in school?			
If yes, do you tell them?			

Child Interview

	NO!	no	don't know	yes	YES!	Qualifications
10. Do your parents like to talk with you about school?						
11. Do you like to talk with your parents about school?						
12. Do you talk with your parents a lot?						

13. Apart from school, what other kinds of things do you talk about with your parents?

(Check under "2" for spontaneous responses: check under "1" if they say "yes" after having been asked to respond to a particular item; check under "0" if they say "no".)

Checklist:	NO 0	YES 1	SPONTANEOUS 2
(a) your friends			
(b) parents' friends			
(c) neighbors			
(d) TV programs			
* (e) hobbies			
(f) current events, news			
(g) things you like to do			
(h) what you would like to do in the future			
(i) family events			
(j) sports			
(k) shopping			
(l) parents' work			
(m) illness			
* (n) other (please specify)			

*Check a "2" for each spontaneous response in this category, and a "1" for each answer after being asked to respond.

14. What kinds of things do you do with your parents at home?

(Check under "2" for spontaneous responses. Then go down list and check under "1" those items the child answers "yes" to, and "0" those items the child answers "no" to.)

Checklist:	NO 0	YES 1	SPONTANEOUS 2
(a) usually sit down together at a meal			
(b) household chores			
(c) play games together			
(d) watch TV			
(e) read magazines or books			
(f) work on hobbies			
(g) do homework or school projects			
(h) work in yard, garden			
(i) make household repairs			
(j) Cook			
(k) other (please specify)			

15. What kinds of things have your parents taught you? (Check under "2" for spontaneous responses.) Have they ever taught you anything about _____? (Go down list and check under "1" the things the child answers "yes" to, and "0" the things the child answers "no" to.)

Checklist:	NO 0	YES 1	SPONTANEOUS 2
(a) how to write a letter			
(b) school subjects - reading, arithmetic			
(c) good manners			
(d) home and car repairs			
(e) how to clean and wash clothes			
(f) how to sew, knit etc.,			
(g) how to get along with other people			
(h) games or sports			
(i) other hobbies - model building, etc.,			
(j) how to grow plants and garden			
(k) how to take care of pets			
(l) how to talk correctly			
(m) how to take care of younger children			
(n) other (please specify)			

Has anyone else, apart from the teacher, taught you anything about any of these things?

Who?_____

	NO!	no	don't know	yes	YES!	Qualifications
16. Do you enjoy having your parents teach you things like this (above list)?						
17. Do you think your parents enjoy teaching you things like this?						

	NO!	no	don't know	yes	YES!	Qualifications
18. Do your parents ever tell you that in order to get what you want in the future, you may have to give up something now?						
19. Do your parents ever tell you to do something now, that you may not feel like doing, in order to get what you want in the future?						
20. Do your parents encourage you to study hard so you can do well in school?						
21. Do your parents tell you you may have to work at something for a long time in order to be good at it?						
22. Do your parents help you figure out different ways to do things?						
23. Do your parents tell you to think about what can happen as a result of what you do?						
24. Do your parents usually explain the reasons for what they tell you to do?						
25. Do your parents help you figure out why things happen to you?						
26. Does your family plan ahead how they will spend their holidays?						
27. Do your parents talk to you about what you will do when you grow up?						
28. Does your family help you plan about what you will do in your spare time?						
29. Do your parents help you to plan now for what you want to do when you leave school?						

First Part

30. Now we'd like to ask you how often your parents do the following things.

(NOTE: Interviewer reads all the response categories each time i.e. for each item).

Do your parents:	NEVER	HARDLY EVER	SOMETIMES	OFTEN?
(a) praise your work at home				
(b) praise your work at school				
(c) help you with your lessons				
(d) talk to you about your own interests				
(e) explain things to you				

Second Part

(Hand child appropriate cards)

31. Now we'd like to ask you if you would like your parents to:

	NO!	no	don't know	yes	YES!	Qualifications
(a) praise your work or effort more?						
(b) help you more with your lessons?						
(c) talk to you more about your own interests?						
(d) explain things to you more often?						

	NO!	no	don't know	yes	YES!	Qualifications
32. Does it make any difference to you what race your teacher is? If yes, why?						
33. Does your teacher treat you fairly? If no, in what way?						
34. Do you think your teacher gives you the grades you deserve?						
35. Do you think your teacher gives you as much attention and help as she does your classmates?						
36. Does your teacher give you as much help and attention as you feel you need?						

NORTH CAROLINA ADVANCEMENT SCHOOL QUESTIONNAIRE: ATTITUDE TOWARD TEACHERS to be administered at this point.

First part

37. Now we'd like to ask you how often your teacher does the following things.

(NOTE: Interviewer reads all the response categories each time i.e. for each item).

Does your teacher:	NEVER	HARDLY EVER	SOMETIMES	OFTEN
(a) praise your work				
(b) help you with your lessons				
(c) talk to you about what you're interested in				
(d) give individual assignments				
(e) explain things to you				

(Hand child appropriate cards)

38. Now we'd like to ask you if you would like your teacher to:

	NO!	no	don't know	yes	YES!	Qualifications
(a) praise your work more						
(b) help you more with your lessons						
(c) talk to you more about what you're interested in						
(d) give you more individual assignments						
(e) explain things to you more often						

NORTH CAROLINA ADVANCEMENT SCHOOL QUESTIONNAIRE: ATTITUDE TOWARD LEARNING PROCESS to be administered at this point.

39. Do you agree with these statements?

	NO!	no	don't know	yes	YES!	Qualifications
(a) This school is a warm welcoming place						
(b) I enjoy the time I spend in this school						
(c) This school is a friendly place						
(d) I like going to school						
(e) It makes me sad to miss a day of school						

40. Do your parents agree with your teacher about what you should do in school?						
41. Do your parents think that your teacher treats you fairly?						
42. Do your parents ever say good things about your teacher?						

43. Do you agree with these statements?

	NO!	no	don't know	yes	YES!	Qualifications
1. My parents agree with my teacher about how I should behave at school.						
2. If I were punished at school my parents would think I deserved it. B						
3. My parents tell me I should always do as my teacher says						

44. Do your parents like your school?						
45. Do your parents think you're getting a good education? If no, why not?						
46. Do your parents think you have good teachers?						

	NO!	no	don't know	yes	YES!	Qualifications
47. Does your teacher say nice things about parents?						
48. Does your teacher think it is important that you please your parents?						
49. Does your teacher care about whether parents like your school?						
50. Do your parents like to talk with your teacher?						
51. If your parents had the chance, would they like to drop by the school to see the teacher?						
52. Do your parents think talking with your teacher is important?						
53. Does your teacher like to talk with your parents?						
54. If your parents dropped by the school one day, would your teacher be pleased to see them?						

		NO	YES
55. Have your parents:	(a) gone with your class on field or school trips?		
	(b) worked as a volunteer at the school?		
	(c) visited your classroom?		
	(d) been a grade or room mother?		
56. If No, Would you like them to:	(a) go with your class on field or school trips?		
	(b) work as a volunteer at the school?		
	(c) visit your classroom?		
	(d) be a grade or room mother?		

		No	Yes
57. Does your teacher:	(a) ever visit your home?		
	(b) invite your parents to visit your classroom ?		
	(c) invite your parents along on field or school trips?		
58. If no, would you like her to:	(a) visit your home?		
	(b) invite your parents to visit your classroom?		
	(c) invite your parents along on field or school trips?		

	Never	Sometimes	Often
59. Does your teacher remind you to have your parents come to parent-teacher conferences?			
60. Does your teacher remind you to have your parents come to PTA meetings?			
61. Does your teacher ask parents to help around the school?			
62. When you do good work at school, does your teacher ask you to take it home?			

	NO.	no	don't know	yes	YES!	Qualifications
63. Does your teacher tell your parents about good work you have done?						
64. Has your teacher told your parents any other good things about you this year?						
65. Do you like to have your parents talk with your teacher?						
66. Do you like to have your parents visit the school?						

	NO!	no	don't know	yes	YES!	Qualifications
67. Would you like your parents and your teacher to know each other better?						

(Now I have some questions about parent-teacher conferences I'd like to ask you.)

68. Have you ever attended a parent-teacher conference? Yes No

If yes, whose idea was it that you attend?

What happens at a parent-teacher conference?

	NO!	no	don't know	yes	YES!	Qualifications
72. Would you like your teacher to:						
(a) recommend TV programs for you to watch at home?						
(b) suggest books that you can read at home?						
(c) suggest interesting places for families to go?						
(d) suggest family activities and games?						
(e) let your parents know, or tell you, about good movies for children?						

	Never	Sometimes	Often
73. Do you ever talk with your teacher about your parents or what you do at home?			

GOALS IN LIFE- 5 rank order cards to be administered at this point.
Instructions: Say: Here are some cards which describe things that are important in life. Please give me the one which you think is the most important. Now, give me the one which you think is the next most important, and so on.

	NO!	no	don't know	yes	YES!	Qualifications
74. Is going to school and getting a good education important to you?						
75. Do you think going to school will help you get a good job?						
76. Do you think education is important if you want to be a success in life?						

77. How far do you want to go in school?

78. What kind of work would like to do when you grow up?

79. How far do your parents want you to go in school?

80. What kind of work would your parents like you to do when you grow up?

81. Have you ever been to:

	NO	YES
(a) the public library or bookmobile?		
(b) a circus fair or carnival?		
(c) where your parents' work?		
(d) to hear a live band play?		
(e) a zoo or museum?		
(f) Sunday school or church?		
(g) the ocean or the mountains?		

82. What is the best thing about your school?

83. What is the worst thing about your school?

84. Can you think of ways in which school could be made more interesting and fun for you?